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1900

Hand Book

For the Use of the

Officers and Teachers.



Ironwood Public Schools,

1900.

HAND-BOOK

FOR THE USE OF

OFFICERS AND TEACHERS.

IRONWOOD PUBLIC SCHOOLS,

1900.

IRONWOOD, MICH.
NEWS RECORD PUBLISHING CO.
1900.



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A Little More Sunshine.

In the grand economy of Nature, there is always more of the beautiful than of the disagreeable; more of pleasure than of pain; more of the warblings of birds than the bellowing of thunders; more of fruitful, flowery hills and fields than of arid wastes or rocky desolation; more of things useful than of things baneful; more of light than of darkness; more of life than of death.

In all our intercourses with our fellowmen, kindness and patience are far more effectual in producing desired results than are rudeness and surliness. The sunshine is far more potent than the storm.

In the school-room, that discipline which is born of sunbeams is better, is more effectual, is more commendable than that which is the result of brute force, either of will or muscle.

A little more sunshine—few rules, much heart, few clouds, much of the suaviter in modo in front with the fortiter in re in reserve—is what we want in our school-rooms.

There are teachers who can govern with the full blaze of the noon sunshine. Ivy surrounds them;

blessings attend their footsteps. They are welcomed when they come, admired and respected when they stay, remembered when they go. With them and by them is continual sunshine, and teaching and studying alike becomes pleasures that are long remembered.—Indiana Course of Study.

AN OUTLINE

OF THE

Course of Study, Suggestions, Programs, Etc.

FOR THE GRADES.

RECITATION AND STUDY PROGRAMS.

The following suggestive class programs are presented:

Those offered for the first, second and third grades especially, will need to be modified in particular cases. Those for higher grades also, will require changes when any other than the normal arrangement of classes is necessitated. But in any case the general arrangement proposed here is recommended. Italicised words represent class exercises; plainly printed words, study.

CAUTION—"During recitations the best scholars should not be called upon to the exclusion of the less fortunate; the timid ought to be encouraged, the impetuous put under proper restraint, and each one taught *how to think, what to say, how to say, and when to quit.*"

FIRST GRADE.

CLASS A.

9:00 to 9:15

9:15 " 9:30

9:30 " 9:40

9:40 " 9:55

9:55 " 10:00

Opening.

Writing.

Music or Drawing.

Sight Reading.

Recess.

CLASS B.

Sentence Builders.

(RECITATION AND STUDY PROGRAMS.)

10:00 " 10:15	Sentence Builders.	<i>Sight Reading.</i>
10:15 " 10:30	<i>Word Development.</i>	Word Builders.
10:30 " 10:45	Sentence Builders.	<i>Word Development.</i>
10 45 " 10:55	<i>Spelling.</i>	Spelling.
10:55 " 11:00	Dismissal.	Recess.
11:00 " 11:15		<i>Spelling</i>
11:15 " 11:30		<i>Numbers.</i>
1:15 " 1:25	<i>Opening.</i>	
1:25 " 1:35	<i>Music or Drawing.</i>	
1:35 " 1:45	<i>Reading</i>	Sentence Builders.
1:45 " 2:00	Sentence Builders.	<i>Reading.</i>
2:00 " 2:15	<i>Word Development.</i>	Word Builders.
2:15 " 2:20	Recess.	
2:20 " 2:35	Sentence Builders.	<i>Word Development.</i>
2:35 " 2:45	<i>Spelling</i>	Spelling.
2:45	Dismissal.	<i>Spelling.</i>

SECOND GRADE.

A CLASS.

B CLASS.

9:00 to 9:10	<i>Opening.</i>	
9:10 " 9:25	<i>Reading.</i>	Reading.
9:25 " 9:40	Word Builders.	<i>Reading.</i>
9:40 " 9:55	<i>Music or Drawing</i>	
9:55 " 10:00	Recess.	
10:00 " 10:20	<i>Word Development.</i>	Word Builders.
10:20 " 10:35	<i>Writing</i>	
10:35 " 10:55	Reading.	<i>Word Development.</i>
10:55 " 11:00	Recess.	
11:00 " 11:15	<i>Numbers</i>	Spelling.
11:15 " 11:30	Spelling.	<i>Numbers.</i>
1:15 " 1:30	<i>Opening</i>	
1:30 " 1:45		<i>Spelling.</i>
1:45 " 2:00	<i>Reading.</i>	Reading.
2:00 " 2:15	Word Builders.	<i>Reading.</i>
2:15 " 2:20	Recess.	
2:20 " 2:35	<i>Music or Drawing.</i>	

(RECITATION AND STUDY PROGRAMS.)

2:35 " 2:45	<i>Numbers.</i>	Word Builders.
2:45 " 3:00	Reading.	<i>Numbers.</i>

THIRD GRADE.

A CLASS.

B CLASS.

9:00 to 9:10		<i>Opening.</i>	
9:10 " 9:30	<i>Reading.</i>		Numbers.
9:30 " 9:55	Numbers.		<i>Numbers.</i>
9:55 " 10:00		Recess.	
10:00 " 10:20	<i>Numbers.</i>		Reading.
10:20 " 10:40		<i>Spelling.</i>	
10:45 " 10:55		<i>Drawing or Music.</i>	
10:55 " 11:00		Recess.	
11:00 " 11:20	Language.		<i>Reading.</i>
11:20 " 11:40		<i>Writing.</i>	
11:40 " 12:00	<i>Language.</i>		Language.
1:15 " 1:25		<i>Opening.</i>	
1:25 " 1:45	Reading.		<i>Language.</i>
1:45 " 2:05	<i>Reading.</i>		Numbers.
2:05 " 2:15	Numbers.		<i>Numbers.</i>
2:15 " 2:20		Recess.	
2:20 " 2:40	<i>Numbers</i>		Reading.
2:40 " 3:00		<i>Music or Drawing.</i>	
3:00 " 3:15	Reading.		<i>Reading.</i>
2:15 " 3:30		Stories, etc.	

FOURTH GRADE.

A CLASS.

B CLASS.

9:00 to 9:10		<i>Opening</i>	
9:10 " 9:35	<i>Reading.</i>		Arithmetic.
9:35 " 10:05	Arithmetic.		<i>Arithmetic.</i>
10:05 " 10:30		<i>Writing and Spelling.</i>	
10:30 " 10:40		<i>Calisthenics.</i>	
10:40 " 11:15	<i>Arithmetic</i>		Geography.
11:15 " 11:40	Geography.		<i>Geography.</i> (Hist. 1).
11:40 " 12:00		<i>Drawing.</i>	

(RECITATION AND STUDY PROGRAMS.)

1:15 "	1:35	<i>Geography</i> (Hist. 1).	<i>Language</i> .
1:35 "	2:00	<i>Language</i> .	<i>Language</i> . (Nat. 2).
2:00 "	2:10	<i>Calisthenics</i> .	
2:10 "	2:40	<i>Language</i> (Nat. 2).	<i>Arithmetic</i> or <i>Geog.</i>
2:40 "	3:10	<i>Arithmetic</i> or <i>Geog.</i>	<i>Reading</i> .
3:10 "	3:30	<i>Music</i>	

FIFTH GRADE.

A CLASS.

9:00 to	9:10	<i>Opening</i> .
9:10 "	9:35	<i>Arithmetic</i> .
9:35 "	10:05	<i>Geography</i> .
10:05 "	10:30	<i>Drawing</i> .
10:30 "	10:40	<i>Calisthenics</i> .
10:40 "	11:15	<i>Geography</i>
11:15 "	11:40	<i>Language</i> .
11:40 "	12:00	<i>Writing and Spelling</i> .
1:15 "	1:35	<i>Reading</i> .
1:35 "	2:00	<i>Arithmetic</i> .
2:00 "	2:10	<i>Calisthenics</i>
2:10 "	2:40	<i>Language</i> (Sci. 1).
2:40 "	3:10	<i>Arithmetic</i> or <i>Geog.</i>
3:10 "	3:30	<i>Music</i> .

B CLASS.

<i>Arithmetic</i> .
<i>Arithmetic</i> .
<i>Arithmetic</i> .
<i>Geography</i> .
<i>Geography</i> .
<i>Language</i> .
<i>Language</i> .
<i>Arithmetic</i> or <i>Geog.</i>
<i>Reading</i> .

SIXTH GRADE.

A CLASS.

9:00 to	9:10	<i>Opening</i> .
9:10 "	9:35	<i>Arithmetic</i>
9:35 "	10:05	<i>Geography</i> .
10:05 "	10:30	<i>Drawing</i> .
10:30 "	10:40	<i>Calisthenics</i> .
10:40 "	11:15	<i>Geography</i>
11:15 "	11:40	<i>Grammar</i> .
11:40 "	12:00	<i>Writing and Spelling</i> .

B CLASS.

<i>Arithmetic</i> .
<i>Arithmetic</i> .
<i>Arithmetic</i> or <i>Geog.</i>
<i>Reading</i> .
<i>Geography</i> .

(RECITATION AND STUDY PROGRAMS.)

1:15	"	1:35	<i>Reading.</i>	Grammar.
1:35	"	2:00	Arithmetic.	<i>Grammar.</i>
2:00	"	2:10	<i>Calisthenics.</i>	
2:10	"	2:40	<i>Grammar.</i>	Arithmetic or Geog.
2:40	"	3:10	Arithmetic or Geog.	<i>Reading.</i>
3:10	"	3:30	<i>Music</i>	

Reading, spelling, and geography should be prepared at home.

SEVENTH GRADE.

A CLASS.

B CLASS.

9:00 to	9:10	<i>Opening.</i>	
9:10	" 9:35	<i>Arithmetic.</i>	Arithmetic.
9:35	" 10:05	Geography.	<i>Arithmetic.</i>
10:05	" 10:30	<i>Drawing.</i>	
10:30	" 10:40	<i>Calisthenics.</i>	
10:40	" 11:15	<i>Geography.</i>	Geography.
11:15	" 11:40	Grammar.	<i>Geography.</i>
11:40	" 12:00	<i>Writing and Spelling.</i>	
1:15	" 1:35	<i>Reading.</i>	Grammar.
1:35	" 2:00	Arithmetic.	<i>Grammar.</i>
2:00	" 2:10	<i>Calisthenics.</i>	
2:10	" 2:40	<i>Grammar.</i>	Arithmetic or Hist.
2:40	" 3:10	Arithmetic or Geog.	<i>Reading.</i>
3:10	" 3:30	<i>Music.</i>	

Science recitations are given once a week instead of grammar in each class. In the seventh grade, reading, spelling, and geography or history should be prepared at home.

EIGHTH GRADE.

A CLASS.

B CLASS.

9:00 to	9:10	<i>Opening.</i>	
9:10	" 9:45	<i>Arithmetic</i>	History.
9:45	" 10:15	History.	<i>History.</i>
10:15	" 10:45	<i>Spelling.</i>	

(READING.)

10:45 " 10:55	<i>Calisthenics.</i>	
10:55 " 11:25	<i>History.</i>	<i>Physiology.</i>
11 25 " 11:55	<i>Reading.</i>	
1:15 " 1:45	<i>Grammar.</i>	<i>Physiology.</i>
1:45 " 2:25	<i>Music and Drawing.</i>	
2:25 " 2:30	<i>Calisthenics.</i>	
2:30 " 3:00	<i>Grammar.</i>	<i>Grammar.</i>
3:00 " 3:30	<i>Arithmetic.</i>	<i>Grammar.</i>

In each class reading, spelling, and history should be the studies prepared at home.

READING.

SUGGESTIONS.—Reading is thinking. It is as much a mental action in the Primary as in the Grammar Grades. It should be a pleasure; hence all reading matter should be attractive in its form and wording, present intelligible ideas, and possess inherent interest.

The success of the teaching will depend first and last *upon the teacher*. The degree of her zest and enthusiasm, her love of the work, and her interest in it, will be the measure of the progress attained by the class. In no subject will thorough preparation by the teacher yield a richer fruitage. There are reading lessons which are dreary, tiresome, lifeless rounds of duty—exercises which effectually destroy the child's natural love of study and his ability to catch thought from words.

There are other reading lessons which are full of life and interest, lessons which are looked forward to by the children with eager anticipation, because they never fail to produce one of the keenest of all enjoyments, real, mental activity.

The teacher is urged to read carefully through every selection which she is to present; not to master the words, to be sure, but to get herself into sympathy with the thought. It is only by this means that she is likely to make of the recitation

(READING.)

an exercise in real thought getting.

"Words are symbols of ideas. Mere words as such have no meaning or life. They are means to an end, a convenience, a mechanical device. They are altogether different from the thought which they stand for. The same thought, the same idea may be, and indeed is, expressed in different words in various languages—not forms but thoughts, not words but ideas, not pronouncing but comprehending, not mechanism but spirit, not passiveness but activity should be the teacher's guiding words."

Some of the aims of the reading lesson are as follows:

1. To help the pupil acquire the thought of the lesson.

This children are often unable to do without considerable assistance. It often is necessary merely to see that they have the meaning of two or three key words which when understood seem to unlock the entire subject. At other times there is no other course than to "husk the thought" through a careful analysis of it in its setting. The teacher who has acquired the art of asking pivotal questions—questions whose answers reveal the hidden meaning, is most fortunate. But all may acquire it in good degree. Sometimes it is economy of time (because it will produce the desired result certainly though slowly) to elucidate many points indirectly connected with the lesson—facts in the life of the author, circumstances which led to the writing of the selection, the setting of the piece in time or place or circumstance, etc.

The teacher should always endeavor to ascertain how much she can safely *infer* as to the pupil's comprehension of the thought; she should never press the analysis to the point of weariness.

In lower grades the teacher should make abundant use of action sentences without words.

2. To enable the pupil to recognize the printed

(READING.)

words as symbols for the sounds which he already knows.

This is not reading, but it is an essential condition of reading. There are many methods, but none of them will avail much without arousing such an interest in ideas that connecting them with their written and spoken symbols becomes a natural and pleasant exercise.

Give children much practice in making out new words, unaided, by the use of phonics.

It will not do to neglect drill, hard, patient, but intelligent, interesting drill in the recognition and meaning and utterance of unfamiliar and familiar words.

3. To enlarge the pupil's vocabulary.

All well selected reading material contains some unfamiliar words. These should be explained and illustrated; pupils should be given sentences with blanks for the insertion of such words properly used; and the teacher should be at pains to employ these words in talks with the children as frequently as possible until their use becomes familiar. It is never enough merely to require definitions of new words. A word is an instrument whose use is facilitated only by practice.

4. To quicken the pupil's mental and moral powers.

This should be considered the acme of the teacher's work. It is nothing that a pupil recognizes words, that he catches the thought, that he reads with expression, if these attainments do not help him to a better realization and appreciation of the true, the beautiful, and the good. The true function of reading, and indeed of all study, is not the enlargement of knowledge for its own sake, but the enlargement of the character, the soul, the man himself. What the best and wisest have said is recorded in books not to be re-uttered as vain and idle sounds, but to be re-thought, re-felt, re-lived, in order that

(READING.)

thus the reader may be enlarged in intellect, in aspiration, in experience. At this point the highest excellence in teaching reading is realized. This requires not only experience in the teacher, but what is more spirit, life, and devotion to high ideals.

The teacher who is not a lover of poetry, who lacks in appreciation of Wordsworth, Tennyson, Bryant, and Lowell, who is not on familiar terms with many English authors will not be a very inspiring teacher of reading. Says Supt. Kendall: "Taste for good poetry is like a taste for good music; it must sometimes be cultivated, but, when once possessed, it stays by one as all things stay which are really good."

"If a teacher does not happen to have available the best literature, she always can render available, by means of crayon and blackboard, such selections as Shelley's Cloud, Wordsfowl, Skylark, Lincoln's Gettysburg Speech, Bryant's Waterfowl, Longfellow's Arrow and Song, Mrs. Alexander's All Things Beautiful, the last part of Lowell's Commemoration Ode, Tennyson's Ring Out Wild Bells (in Memoriam) and many others."

Pupils should read such selections over and over, dwell upon their beauties, and *grow* into love and sympathy with them.

5. *To cultivate a taste for good literature.*

This is closely allied to the last. But the teacher's duty is to have care for her pupils reading apart from the school; for often in this way she can help them most.

The children *will* read something; by means of advice, suggestion, and spirited illustration, they may be given a taste for what is good and wholesome.

6. *To secure good expression.*

This is best accomplished by making the thought vivid in the minds of the children. If the child really catches the thought and feels it, there is a little danger that he will fail to give it proper expression. If therefore the expression is poor,

(READING.)

as a rule it may be inferred that the thought has not taken hold. Judicious questioning will help to bring out the meaning and enforce it so that expressive rendition naturally follows.

"To question aright is difficult; it is one of the nice points. Teachers too often begin to question without *seeing* the point."

Joseph Payne said to his class in London, "Write out the question you would ask your pupils. This is the true prescription."

The following should be noted:

1. Question for thought, or expression, before the sentence is read.
2. Question for the thought of only one sentence at a time.
3. Questions should be such that answers can be given in the exact language of the author. Full statements are not necessary in this work.
4. When the thought is clear several children in succession should read the same sentence.
5. Questions should be logical, that is, each should naturally follow from the answer that precedes it.
6. Forego all questioning unless there is evident need of it.

It need hardly be said that spirited, entertaining, expressive reading can not be expected from a class whose teacher is unable to furnish an inspiring model in her own reading.

7. *To train the voice.*

Children from the very beginning should be taught to read in easy, natural, quiet, but distinct, fluent, and forceful tones. Unless checked, there is a strong tendency to monotonous, expressionless, incoherent, indistinct utterance; and this tendency it is the teacher's duty to overcome.

Admonition is not sufficient to produce the desired result or to remedy the evil. If necessary, pupils should be reminded frequently of this fault; but a much better course is to give frequent, spirited exercises designed to promote clear enunciation.

(SUGGESTIONS FOR PHONIC WORK IN PRIMARY GRADES.)

ation. Such exercises will include phonic analysis of words and drill on the elementary sounds; spirited pronunciation of difficult words, singly and in concert; special drills whose function is to give command of the vocal organs. Sometimes the teacher must show by her own reading how the selection ought to be read.

SUGGESTIONS FOR PHONIC WORK IN PRIMARY GRADES.

The object and value of this work is no longer questioned. It is important because it makes independent readers, it gives interest, it aids distinct articulation and accurate pronunciation, and it helps secure good expression by removing all fear of meeting new words.

The success of the work and kind of results depend upon the following:

1. Teacher's knowledge of the subject.
2. Avoidance of haste for results.
3. Abundant practice.
4. Logical and connected plan of work.
5. Constant application to all subjects.

It is believed that better results are gained by giving phonics a separate class period, and not teaching it as a part of any other subject during the first and second years.

Phonics should be applied to all work whenever new words occur. New words should be divided into syllables and marked, but the mark should be omitted as soon as the word is learned. Marks should *never* be used when the pupil can make out the word without them. This power is early gained by a thorough and broad application of each point as it is taught.

Breathing, vocal and physical exercises should accompany phonic work in all grades.

Use devices in all grades to keep up the interest. "There

(SUGGESTIONS FOR PHONIC WORK IN PRIMARY GRADES.)

is virtue in a method but a hundred fold more in a lively interest."

BEGINNERS' CLASS.

Teach the long and short sounds of the vowels and all consonant sounds. (Use Pollard.)

I. Imitation work.

1. Train the ear to recognize different sounds.

2. Train the vocal organs to reproduce those sounds.

(Characters not given.)

II. Teach thoroughly a few seconds, as \bar{a} , \bar{e} , \bar{i} , \bar{c} (hard), \bar{m} , \bar{n} , \bar{t} , and give the characters which represent them.

(Names of letters not given.)

1. Make familiar words from these sounds.

2. Make new words from these sounds.

3. Add new sounds to those learned.

4. Apply to reading work.

5. Apply to all work.

III. Seat work based upon the phonic work.

1. Select characters from the word builders.

2. Select words made from these characters.

3. Pupils select and identify as many letters and marks as they can remember.

4. Fill in the missing letter, as $\bar{m}-\bar{t}$.

5. Make and build old words from the sounds given.

6. Make new words from the sounds given.

7. Mark old words.

8. Mark new words.

IV. Make out new words similar to old ones without marks being given.

In this grade new sounds may be developed by the use of stories.

FIRST GRADE—B CLASS.

Review thoroughly and apply the work of the previous half year.

(SUGGESTIONS FOR PHONIC WORK IN PRIMARY GRADES.)

Teach *a*, *a*, *ä*, *th*, *sh*, *ch*, *wh*, *ng*, *oi*, *ou*, *ow*.

Much drill upon making out and marking words.

Plan for a Phonic Lesson—Object to teach *a*.

I. Simple breathing exercises.

II. Rapid review of familiar sounds. Teacher makes the character on board and children give the sounds. Make words from these sounds.

III. Teacher gives sounds of words and short sentences and pupils tell what she has given.

IV. Present the new sound, *a*.

V. Write upon board the word *all*. Children sound it. Write more words as *fall*, *call*, *ball*, *tall*. Children sound and pronounce.

VI. Give lists with other endings.

VII. Children give words containing this sound.

VIII. Write unfamiliar words containing this sound. Children sound and make them out.

IX. Application to seat work.

FIRST GRADE—A CLASS.

Thorough review and application of all work previously given.

Teach hard and soft sounds of *s*, *g*, *c*, *ch*, *nd*, *th*.

A as in case, a as in ash, a as in what, e as in her, i as in bird, o as in son, etc. Keep the essential of thoroughness clearly in mind, and let the ability of your class decide when a new sound shall be given.

See plan of lesson given in First A.

A few kinds of seat work that may be profitably used.

(SUGGESTIONS FOR PHONIC WORK IN PRIMARY GRADES.)

- I. Copy letters and marks.
- II. Copy marked words given in board lessons.
- III. Make all words possible from sounds given.
- IV. Write one word containing each sound.
- V. Make a short list of familiar words.
- VI. Make out a list of new words, with marks.
- VII. Make out a list of new words, without marks.
- VIII. Write all the sounds you can remember. Give an example of each.
- IX. Select all words in a paragraph containing a certain sound.
- X. Teacher gives sounds and has pupils make the characters which represent them.
- XI. Teacher sounds words and short sentences and pupils write what they think is said.
- XII. Pass slips with a few old and one or two new words upon them. Children to be ready to sound, pronounce, and use in an oral sentence.

 SECOND GRADE—A CLASS.

Review all previous work, and follow suggestions given for first grades.

Teach the sound of y at the beginning and end of a word, and all sounds of consonants not previously given.

Teach the following rules: *Generally when there is only one vowel it is short, unless it stands at the end, or has w before it or r after it.*

Generally when e stands at the end of a word that has one other vowel, the e is silent and the other vowel is long

Too much application and right kind of drill cannot be given, because, the success of the work depends upon it.

(SUGGESTIONS FOR PHONIC WORK IN PRIMARY GRADES.)

SECOND GRADE—B CLASS.

Much of this term should be spent upon enlarging the application of all previous work. Begin with the sound of a and give large numbers of words to make out and mark.

Make hart from the reading, language, etc.

Toward the latter part of the term a little work with equivalent sound of vowels should be done.

a as in age	=	e as in they
a as in air	=	e as in there
a as in all	=	o as in for
a as in what	=	o as in not
e as in me	=	i as in police
o as in move	=	oo as in moon

Make the work logical, clear, and thorough.

THIRD GRADE—A CLASS.

Continue work begun in Second Grade—B Class.

Work with equivalent sounds of consonants as

c as in ice	=	s as in hast
f as in of	=	v as in love.

Distinguish between a diphthong like *oi* in noise and a digraph like *oa* in boat.

Division of words into syllables. Every word has as many syllables as there are distinct vowel sounds in pronouncing it.

The letters in a word should be divided into syllables exactly as they are heard in correct pronunciation.

If any part of the work has been neglected, review and make it thorough at this point.

THIRD GRADE—B CLASS.

Thorough review.

Teach proper names of diacritical marks.

Teach use of the dictionary. Pupils should be taught to find words readily and to ascertain pronunciation by diacritical marks.

PHONIC WORK.

<i>ăt</i>	<i>ăp</i>	<i>ă, ăn</i>	<i>ăd</i>	<i>ăg</i>	<i>ăck</i>
cat	cap	man	bad	bag	pack
mat	lap	pan	mad	wag	lack
rat	tap	can	sad	tag	back
fat	sap	ran	fad	nag	tack
pat	map	fan	had	rag	sack
sat	trap	tan	pad	sag	black
bat	clap	van	glad	dyag	crack
vat	flap	span	brad	crag	slack
hat		clan	lad	brag	stack
that		Dan			smack

<i>ănd</i>	<i>ănk</i>	<i>ăss</i>	<i>ătch</i>	<i>ăm</i>	<i>ăb</i>	<i>ăd</i>
hand	bank	pass	catch	ham	tab	pad
band	thank	lass	patch	jam	scab	bad
land	rank	mass	match	ram	slab	fad
sand	crank	class	latch	slam	drab	lad
	drank	grass	hatch	sham	stab	mad
	plank	brass	scratch	clam	grab	sad
	spank	glass		cram	crab	brad
	thank					clad
<i>ăng</i>	Frank				<i>ăsh</i>	shad
bang					dash	had
rang					sash	
sang					rash	
fang					cash	
					hash	
					clash	
					splash	

(PHONIC WORK.)

<i>ēll</i>	<i>ēt</i>	<i>ēd</i>	<i>ēn</i>	<i>ēs</i>	<i>ēad</i>
bell	met	red	pen	less	read
well	let	bred	men	press	head
fell	bet	wed	den	tress	lead
tell	pet	led	then	dress	bread
dell	set	bled	wren	cross	tread
sell	net	fled	glen		dread
shell	wet	sled	hen		thread
	fret	fed	when		
		Fred			

<i>ēst</i>	<i>ēnd</i>	<i>ēat</i>	<i>ēlt</i>	<i>ēg</i>	<i>ēdge</i>
pest	spend	bent	pelt	peg	edge
best	bend	went	belt	beg	wedge
vest	lend	vent	melt	leg	fledge
west	mend	dent	felt	keg	dredge
nest	tend	sent			pledge
rest	blend	rent	<i>ēck</i>	<i>ēpt</i>	ledge
		spent	peck	wept	hedge
	<i>ēm</i>		speck	crept	
	steam		deck	slept	
	them		neck	kept	
	hem		wreck		
	gem		check		

(PHONIC WORK.)

<i>it</i>	<i>id</i>	<i>in</i>	<i>ip</i>	<i>ib</i>
	bid	pin	tip	bid
it	did	bin	dip	fib
pit	kid	win	sip	rib
bit	lid	fin	rip	crib
wit	rid	tin	trip	glib
fit	hid	din	drip	
sit		sin	lip	<i>ill</i>
lit	<i>ift</i>	gin	flip	ill
hit	sift	shin	slip	fill
spit	lift	chin	clip	bill
flit	gift	thin	ship	mill
slit	shift		nip	will
knit		<i>ick</i>	lip	till
quit	<i>itch</i>	pick	Jip	still
	pitch	wick	chip	rill
<i>im</i>	hitch	tick	grip	gill
rim	witch	lick	whip	hill
dim	ditch	kick	tip	spill
vim		chick		still
whim	<i>ig</i>	trick		drill
prim	pig	quick		frill
brim	wig	prick		shrill
trim	big	brick		
slim	fig			
	dig			
	rig			
	gig			
	jig			
	prig			

(PHONIC WORK.)

<i>öt</i>	<i>öd</i>	<i>öll</i>	<i>ög</i>	<i>öng</i>
pot	pod	doll	dog	long
not	nod	Poll	log	song
rot	cod		cog	gong
lot	rod	<i>öck</i>	hog	dong
cot	sod	dock	jog	prong
got	hod	rock	flog	strong
hot	God	lock	frog	throng
spot	prod	flock	bog	wrong
knot	trod	clock	clog	
plot	plod	shock		<i>öb</i>
blot	shod	frock	<i>öp</i>	mob
shot		stock	pop	sob
	<i>öss</i>	mock	mop	rob
<i>önd</i>	moss		fop	cob
pond	loss	<i>öx</i>	top	job
bond	dross	ox	stop	throb
fond	cross	fox	prop	snob
	floss	box		knob
<i>öst</i>	gloss	cox		swob
lost				
cost				
frost				

(PHONIC WORK.)

<i>ŭg</i>	<i>ŭb</i>	<i>ŭff</i>	<i>ŭn</i>	<i>ŭdge</i>
bug	tub	puff	fun	judge
pug	cub	muff	pun	grudge
dug	rub	cuff	bun	nudge
mug	club	gruff	tun	
tug	shrub	scuff	dun	
rug	scrub	snuff	sun	<i>ŭch</i>
lng	grub		run	much
hug	hub		shun	such
dru			gun	
			spun	
<i>ŭng</i>	<i>ŭm</i>	<i>ŭt</i>	<i>ŭnk</i>	<i>ŭnch</i>
sung	mum	but	bunk	punch
rung	hum	nut	sunk	bunch
pung	sum	rut	trunk	munch
lung	rum	cut	drunk	lunch
slung	drum	hut	shrank	
clung	slum	smut		
flung	scum	shut		
hung	gum			
swung		<i>ŭp</i>		
stung		sup		
		cup		
		pup		
<i>ŭst</i>	<i>ŭsh</i>	<i>ŭll</i>	<i>ŭck</i>	<i>ŭzz</i>
dust	rush	lull	buck	buzz
must	mush	cull	suck	fuzz
rust	brush	gull	truck	
gust	plush	hull	pluck	
crust	blush		cluck	
thrust	slush			
	crush			
	hush			

(PHONIC WORK.)

<i>āpe</i>	<i>āy</i>	<i>āte</i>	<i>āve</i>	<i>āce</i>	<i>āle</i>
ape	pay	ate	pave	ace	pale
tape	bay	bate	wave	pace	bale
nape	may	mate	save	mace	male
drape	nay	fate	rave	face	tale
crape	way	late	cave	race	dale
scrape	day	date	gave	lace	sale
grape	say	Kate	stave	brace	whale
shape	ray	rate	brave	trace	stale
cape	lay	hate	crave	grace	
gape	hay	gate	grave	place	<i>āke</i>
	jay	slate	shave		lake
<i>āme</i>	stay	plate	slave		bake
fame	pray	grate			rake
dame	spray	state	<i>āde</i>		sake
name	tray		made		make
same	gray	<i>āne</i>	wade		take
lame	play	pane	fade		stake
blame	clay	bane	spade		spake
shame		mane	brade		snake
came		sane	grade		flake
game		lane	blade		shake
		cane	shade		
		crane	glade		
<i>āste</i>		<i>āil</i>		<i>āin</i>	
paste		pail		pain	
taste		fail		vain	
waste		nail		rain	
		wail		main	
<i>āge</i>		tail		stain	
age		sail		brain	
page		trail		train	
wage		frail		grain	
cage		quail		plain	
sage		mail		chain	
rage				gain	
stage					

(PHONIC WORK.)

<i>ē</i>	<i>ēap</i>	<i>ēan</i>	<i>ēak</i>	<i>ēep</i>	
be	reap	bean	peak	peep	
me	leap	mean	beak	weep	
we	heap	wean	weak	deep	
he	cheap	dean	leak	keep	
		lean	speak	sleep	
<i>ēe</i>	<i>ēam</i>	clean	sneak	cheep	
see	beam		freak	creep	
bee	team	<i>ēar</i>	steak	steep	
fee	steam	ear		sweep	
lee	ream	fear	<i>ēach</i>		
tree	cream	tear	peach	<i>ēet</i>	
free	steam	dear	beach	beet	
knee	stream	hear	reach	meet	
flee	gleam	year	preach	feet	
glee	scream	clear	bleach	fleet	
		spear	teach	sheet	
	<i>ēat</i>	<i>ēal</i>		greet	
<i>ēad</i>	eat	peal		street	
bead	neat	meal		sweet	
read	beat	veal			
lead	meat	zeal			
plead	seat	deal			
knead	wheat	seal			
	treat				
	fleat				
	cheat				
<i>ēed</i>	<i>ēeze</i>	<i>ēek</i>	<i>ēen</i>	<i>ēel</i>	<i>ēa</i>
speed	sneeze	peek	queen	peel	pea
weed	wheeze	meek	seen	feel	tea
feed	breeze	week	green	keel	sea
deed	freeze	seek	screen	heel	lea
need	squeeze	creek	keen	wheel	plea
seed		Greek	spleen	steel	flea
reed	<i>ēer</i>	sleek	sheen	kneel	
breed	beer	cheek			
creed	peer				
greed	queer	<i>ēech</i>			
	steer	speech			
	deer	beech			
	cheer	screech			
		leech			

(PHONIC WORK.)

<i>īe</i>	<i>īpe</i>	<i>īve</i>	<i>īnd</i>	<i>īde</i>	<i>īle</i>
pie	pipe	five	bind	tide	pile
fie	wipe	dive	mind	side	bile
die	ripe	hive	kind	ride	mile
tie	stripe	live	find	hide	smile
lie	tripe	strive	rind	wide	while
		dive	blind	pride	file
<i>īce</i>	<i>īme</i>	thrive	grind	bride	vile
ice	time		wind	stride	tile
nice	dime	<i>īne</i>		slide	stile
mice	rime	pine	<i>īte</i>	glide	
lice	clime	wine	bite	guide	<i>īld</i>
rice	chime	fine	kite	chide	mild
spice	crime	vine	mite		wild
price	grime	tine	site	<i>īre</i>	child
thrice	prime	dine	rite	wire	
splice		nine	spite	fire	<i>īke</i>
	<i>īfe</i>	line	smite	spire	pike
<i>īse</i>	wife	kine	white	mire	like
wise	fife	spine	write	quire	spike
rise	life	whine	sprite	squire	strike
	strife	brine	trite	tire	
	knife	shine	quite	hire	<i>īght</i>
					sight
					night
					bright
					light
					plight
					blight
					flight
					slight
					hight
					fright
					tight

(PHONIC WORK.)

<i>ō</i>	<i>ōe</i>	<i>ōll</i>	<i>ōke</i>	<i>ōat</i>	<i>ōb°</i>
no	toe	poll	poke	oat	lobe
go	woe	toll	spoke	boat	robe
so	foe	roll	woke	goat	probe
	hoe	knoll	broke	coat	globe
<i>ōw</i>		troll	stroke	bloat	
sow	<i>ōst</i>	droll	yoke	float	
row	post	scroll	coke	throat	
bow	most		joke		
mow	host	<i>ōlt</i>	choke	<i>ōad</i>	
know	ghost	bolt		toad	
snow		colt	<i>ōam</i>	load	
crow	<i>ōle</i>	molt	foam	road	
grow	pole	jolt	roam		
low	mole		loam	<i>ōast</i>	
blow	sole	<i>ōld</i>		boast	
flow	role	sold		coast	
slow	hole	bold		roast	
glow	stole	cold		toast	
show	dole	fold			
throw		mold			
		gold			
		hold			
		scold			
		told			
<i>ōve</i>	<i>ōde</i>	<i>ōwn</i>	<i>ōre</i>	<i>by</i>	
wove	ode	known	pore	spy	
stove	bode	thrown	bore	my	
rove	mode	blown	more	why	
drove	node		core	cry	
grove	rode	<i>ōach</i>	wore	sly	
clove	strode	poach	tore	fry	
hove		roach	fore	thy	
strove	<i>ōne</i>	coach	sore	ply	
	bone	broach	store	fly	
<i>ōte</i>	tone		shore	dry	
mote	lone		snore	shy	
vote	stone		score		
dote	zone		chore		<i>eye</i>
note	drone				bye
rote	throne				dye
wrote	cone				lye
smote					

(PHONIC WORK.)

<i>är</i>	<i>älm</i>	<i>ärt</i>	<i>ärd</i>	
par	palm	part	lard	
mar	calm	tart	yard	
bar	balm	dart	card	
car	psalm	cart	hard	
tar		smart		
far	<i>ärm</i>	start	<i>ärn</i>	
star	farm		barn	
scar	harm	<i>äunt</i>	yarn	
jar	charm	aunt	darn	
		vaunt		
<i>ärsh</i>	<i>ärk</i>	taunt	<i>ärch</i>	
marsh	park	daunt	parch	
harsh	bark	haunt	march	
	lark	gaunt	starch	
<i>ärge</i>	mark		larch	
large	dark			
barge	hark			
charge	spark			
	stark			
<i>all</i>	<i>äw</i>	<i>äwn</i>	<i>ält</i>	<i>äwl</i>
äll	paw	spawn	malt	bawl
pall	saw	fawn	salt	brawl
ball	raw	dawn	halt	sprawl
call	caw	lawn		drawl
wall	gnaw	yawn	<i>äught</i>	crawl
fall	thaw	drawn	naught	shawl
tall	straw		taught	yawl
hall	draw	<i>älk</i>	fraught	
stall	law	walk	caught	
small	flaw	balk		
	claw	talk		
	jaw	stalk		
	squaw	chalk		

BEGINNERS' CLASS IN READING.

I. READING SCRIPT FROM BLACKBOARD.—The first reading matter to consist of children's own statements.

II. INTRODUCTION OF PRINT.—Script should be first used, but print should be introduced very early, and thenceforth written and printed work should be recognized with equal readiness. Printed work only from the book.

III. READ PRIMERS OR BEGINNING READERS.

METHODS OF WORK.—There are three general methods of teaching beginners to read in use in this country—the word method, the sentence method, and the sound or synthetic method. The difference is a question of the unit. The word method recognizes the word as the unit; the sentence method the sentence, and the synthetic method, the elementary sounds of which a spoken word is composed. Before a child can become a good reader it is necessary that the principles of all these methods be recognized and mastered. He must analyze the word into its sounds, and construct words from sounds, before he can become an independent reader or be able to deal with new words; he must recognize the words at sight before he can become a rapid reader; and he must recognize the sentence as a whole and grasp its thought before he can be an intelligent reader. Hence all three methods must be introduced before much progress is made.

These methods, when used in such close connection that the benefits derived from the separate use of each are all gained by the combination, give excellent results. From the first month children should learn words as wholes, should read sentences, and should be taught simple elementary sounds.

(READING.)

FIRST GRADE—A CLASS.

Original blackboard lessons.

Many word drills.

Poems read, learned, and recited, in this and all other grades. (See Manual.)

New words taught by the use of phonics or by suggestion.

Give little time to review work.

Have pupils read new matter that will awaken interest and excite thought.

The amount of matter possible to read depends in large part upon available knowledge of phonics.

FIRST GRADE—B CLASS.

First Readers.

Continue board reading and reading from prepared slips.

Drill much on the calling of words at sight, and train pupils to recognize a whole sentence at a glance.

Have the story told by pupils after the lesson has been read.

Standard poems, and other gems of thought read, learned and recited.

SECOND GRADE—A CLASS.

First and Second Readers.

Sight reading, silent reading, oral reproduction. Much supplementary reading based upon lessons in language, history, geography, and science.

Continue work with poems and memory gems.

SECOND GRADE—B CLASS.

Second Readers.

Sight reading and silent reading, followed by oral reproduction.

Poems and memory gems.

(READING.)

The science, literature, and geography work determine the supplementary reading.

Do not dwell on a piece longer than is necessary for a ready recognition of the words and a fair comprehension of the thought.

Endeavor to make the reading as much like good conversation as possible. Let emphasis be exaggerated.

Continue word drills; drill upon the quick recognition of phrases and full sentences, also upon thought analysis.

THIRD GRADE—A CLASS.

Third Readers.

Sight reading and silent reading, followed by oral and written reproduction.

Encourage home reading, guiding in the selection of books. Have pupils tell what they have read.

Try to create a desire to own good books.

See suggestions for supplementary reading and drills of previous grades.

THIRD GRADE—B CLASS.

Third Readers.

Continue and enlarge upon all work of the previous grade. The Reading books are to be studied from the standpoint of literary instruction.

Interest pupils in the biography of authors studied.

Do much work with standard poems.

FOURTH GRADE—A CLASS.

Fourth Readers.

One of the gravest defects in reading is poor expression; and poor expression, until it becomes habitual, is nearly always the result of imperfect comprehension of the thought. The teacher's duty, then, plainly is to assist the pupil to a clear

(READING.)

understanding, not merely of the individual ideas of the sentence, but of these ideas in their relations and groupings. Good reading implies the ability to grasp these relations, and through proper vocalization to convey them to the hearer.

Children must be taught to look ahead and catch the thought of a whole combination of words. Until this is possible, the exercise is only one in word-calling, not reading.

Encourage intelligent criticism of expression. Discourage the calling attention by the class to trifling mistakes, such as miscalling words, hesitation, repeating, etc.; of the proper occasion for this kind of criticism, as well as of the method to employ in it, the teacher should be the judge.

The teacher should give previous study to the reading lessons in order that she may have a clearly defined idea of what she is to accomplish and the methods which she is to employ. Without such preparation enthusiasm will be wanting, and without enthusiasm the reading lesson will be shorn of half its benefits.

All reading lessons which are capable of fuller explanation by drawings or the introduction of illustrated specimens should be so treated.

No opportunity must be lost to impress the lesson which the selection to be read is designed to convey. Here will be found many favorable occasions to teach geography, history, biography, science, patriotism, and morals.

The reading lesson should inspire pupils with a love of knowledge and a purpose to gratify it through private reading.

Reading, in so far as it is the getting of thought from the printed page, is best taught by inducing children to read much at home. Encourage them to purchase suitable books, to subscribe for and read at least one of the best juvenile magazines, and to visit the public library during leisure hours. Talk with them about their home reading and strive to implant a taste for the best literature.

The memorizing of choice selections must be continued though the work may be done as a part of the prescribed work in language.

(READING.)

Try to secure a small reference library for the use of the room.

FOURTH GRADE—B CLASS.

The Simpler Fourth Readers.

Exercise pupils in articulation, pronunciation, accent, inflection, emphasis, movement, and pitch.

The pupil should know the meaning and use of every mark on the printed page.

FIFTH GRADE—A CLASS.

Selected Readers.

Continue the drill suggested in preceding grades. Give daily practice in exercises to improve articulation, inflection, and emphasis, and their application in expressing the finer shades of meaning.

Pupils should feel that they are reading to get thought, and opportunities to test their power should be given.

Continue to have a few of the choicest selections learned and recited. Under an inspiring teacher this will prove to be a pleasant task to pupils.

FIFTH GRADE—B CLASS.

Selected Readers.

The elocutionary exercises are to be considered as an essential feature of the work.

Endeavor to impress upon the pupils the qualities of good reading, and furnish models in your own reading.

Require consultation of the dictionary for pronunciation and meaning of new words.

SIXTH GRADE—A CLASS.

Readers: Harper's Fourth Reader, "Tanglewood Tales."

Study the exact meaning of synonyms, using for this purpose the dictionary.

Call attention to passages of special beauty. Teach pupils

(READING.)

to discover these for themselves and to appreciate the qualities of good diction.

Frequently let one member of the class read while the others sit with closed books. Then let another read the same paragraphs, the class to state whether additional ideas have been brought out by the new reading. In this and a variety of other ways endeavor to cultivate such power of expressive reading as will bring out the author's thought and feeling most completely.

Let the work of reading at school influence the reading at home both as to quality and quantity.

SIXTH GRADE—B CLASS.

Readers: "Grandfather's Chair," and other selected classics.

SEVENTH GRADE—A CLASS.

Readers based on history or mythology.

SEVENTH GRADE—B CLASS.

Selected Readers: Evangeline.

Many passages of Evangeline should be committed to memory.

EIGHTH GRADE—A CLASS.

Readers: "Lady of the Lake," and other selected classics.

Commit to memory many short passages from the "Lady of the Lake."

EIGHTH GRADE—B CLASS.

Readers: Selections from American authors, Julius Cæsar and Merchant of Venice.

Learn to recite and dwell long upon many passages from Shakespeare. Pay especial attention to the pronunciation and to the quality, pitch, force, movement, form, and stress of voice—in a word to the vocal element.

SPELLING.

Spelling is a form study. Thorough acquaintance with the elementary sounds and the letters representing them will make the spelling of a large number of words easy and certain; but there still remains a large list to the spelling of which phonics does not contribute much, if any, aid.

The peculiar combinations of letters in these words must be learned arbitrarily. Success in spelling depends then in large measure upon the ability, native or acquired, to restore the mental picture of form which was produced when that form was seen.

The power of bringing back and re-imagining objects of sense, in correct forms, positions, relations, has been called the power of visualization. An analysis of the process shows it to be nothing else than attention developed to a high degree and made available for the accomplishment of feats of memory.

The training of this power is earnestly recommended to the teachers of all grades. A large variety of exercises is easily devised. The little book entitled, "Methods of Mind Training," by Miss Catherine Aiken, explains in detail more elaborate exercises. The following are suggested as types of those specially adapted to primary grades:

1. One of the pupils performs several acts quickly in succession; as, closing a door, removing a book, drawing a shade, opening a window, lifting a pointer, etc. The children who have watched these movements intently then tell what has been done in the exact order of occurrence.

2. Teacher or pupil makes rapidly several movements; as, raising left hand, stepping with right foot, shaking head, bend-

(SPELLING.)

ing body forward, raising right hand, stepping with left foot, etc. Children as before repeat exact order of movements.

3. Objects are placed on desk in certain order; children close eyes; positions of objects are changed; children tell just what changes have occurred.

4. A cardboard with pictures of objects cut from colored paper, such as a hoe, a fork, a rake, a spoon, pasted upon it, is held before the children for a moment and quickly withdrawn. The children name the objects in their order as they appear on the card.

5. Blocks of various shapes are placed in pairs or groups: e. g., a sphere and a circle of cardboard are put together; a square and a triangle; a cone and a cube. Pupils note the positions and then close eyes. The teacher rearranges the groups and calls upon the children to open their eyes and tell what changes have been made.

6. Forms of various kinds as a square, circle, triangle, wavy line, oblique line, are quickly drawn upon the blackboard and at once erased. Children are asked to go to the board and draw the same forms in the same order.

7. Letters forming words are written upon the board and at once erased. Pupils reproduce them.

8. Words forming phrases or sentences, are written and reproduced in the same way.

This kind of work, increasing in complexity and difficulty from grade to grade, can with profit be carried on in all grades.

The assignment and suggestion for the formal work in spelling follows.

FIRST GRADE—A CLASS.

Very little formal work in letter-spelling should be done in this class. Many well chosen exercises in visualizing.

(SPELLING.)

Analysis of words into their component sounds—slow pronunciation. Synthesis of sounds in the formation of words. Copying of words by the use of the word builders. Naming of the letters composing words near the close of the half year.

FIRST GRADE—B CLASS.

Oral, written, and phonic spelling. Spell simple words used in daily recitations in oral conversation.

When a new word is given, the spelling should always follow the recognition of the word.

Words given as spelling lessons should receive some special drill, as naming the letters, telling something peculiar in the arrangement, closing eyes and naming the letters, using the words in sentences, telling what letter is silent, etc., before children are asked to study the lesson.

The preparation work should be done by writing and by studying the words.

Give very simple dictation work.

Continue work in visualizing.

SECOND GRADE—A CLASS.

Take words from all subjects taught.

In both oral and written exercises the meaning of words is to be explained and their correct use illustrated.

Brief, but frequent, simple dictation exercises should be given.

In oral spelling always require the marking of syllables by a slight pause.

SECOND GRADE—B CLASS.

Follow previous directions, taking new words from all subjects and continuing the different kinds of spelling.

Do much dictation work.

Give special drill upon the spelling of the names of the

(SPELLING.)

months, the days of the week, names of holidays.

Constant review is necessary to keep pupils from forgetting previous work.

THIRD GRADE—A CLASS.

The lesson is to be written on the board and the pupils are to copy and learn.

Continue drill as suggested for other grades, and hold pupils responsible for the spelling of words used in all subjects.

THIRD GRADE—B CLASS.

The correction of all errors in written spelling should be insisted upon.

Keep a list of the words most frequently missed, and have daily drill upon them.

Use sentence method frequently, and secure proper use of capitals, sign of possessive case, hyphen, etc.

FOURTH GRADE—A CLASS.

In teaching spelling in this and higher grades pupils use American Word Book, and the following points should be observed:

1. All words which the pupil writes, whether in the arithmetic class or any other should be correctly spelled. If mistakes are made the pupil should, in every case, be required to re-write the words correctly, and from all misspelled words the teacher should occasionally make lists of those most commonly missed and arrange them into spelling lessons.

2. Pupils should be taught to observe whether or not words are spelled as they are pronounced, and to give special attention to the words whose common spelling and phonic work differ.

3. The study of the spelling lesson, especially in the lower

(SPELLING.)

grades, should consist usually in writing the words, thus uniting the hand and eye in fixing the mental impression, at the same time training the hand to act automatically.

4. As good spelling depends as much upon a good ear as upon a good eye, oral spelling must not be neglected. Probably one-third of the spelling exercises should be oral.

5. In oral, and in written spelling, also, it is of the utmost importance that each *syllable* be distinctly marked. The difficulties which a new, long word present usually disappear, as if by magic, if the child attacks it, one syllable at a time. As a rule syllables are best marked by a slight pause after the spelling of each; but where the "*sound sense*" is not well cultivated, have each syllable actually pronounced as it is spelled.

6. The marking of letters to indicate their sounds should be well enough understood, through the work of preceding grades, to be omitted now. But an occasional exercise to hold in memory what has been learned, and to teach unusual uses will be of value.

7. Many of the formal written spelling lessons from the spelling book should consist of the writing of sentences embodying the work of the lesson. The following methods of procedure are suggested: (a) The teacher will dictate short sentences, clearly illustrating the use of the word. Such sentences, if well chosen, usually require previous preparation. (b) As the teacher pronounces the words of the lesson, the pupil will write them in original sentences. (c) After pronouncing each word, the teacher will call upon some pupil to give, orally, a sentence embodying it; all the class will then write the sentence given.

8. Not infrequently the spelling period may be used more profitably by the teacher in studying the words of the lessons with her class, than in the usual exercise. Derivations, uses of synonyms, exceptional spelling, comparisons with the words of like spelling, etc., are appropriate subjects for such special studies.

(LANGUAGE.)

It is not sufficient to have the words included in these lessons spelled merely. They are to be studied as to form, sound, composition, meaning, and use.

All unfamiliar words are to be used in original sentences, oral and written, and, in general, through repeated illustration, the pupil is to be so familiarized with each word that it may become an available part of his vocabulary.

The lessons indicate in the speller afford opportunity for systematic study of words, carefully classified according to form, use, sound, meaning, etc. Such work is valuable, but must not be permitted to displace careful study of words met in the various other lessons of the course.

LANGUAGE AND GENERAL LESSONS.

No exact rules can be prescribed for teaching children to speak and write correctly and easily. It may be said however that "all language exercises should be on a thought provoking basis," interesting and real to children. This is the one essential principle of method. Language work should be intimately related to the life and spirit of the school as found in nature, study, history, geography, the reading lesson, the classic stories told to children, the every day events of the room, the use of good pictures, and in drawing lessons. These subjects offer unlimited opportunities for the exercise of thought and for its appropriate expression, and they are always available in every school room. Of these things the child is ready and willing to speak and write, because they are within the range of his experiences and interests. With children expression is the necessary consequence of thought. Says Dr. Hinsdale: "If the child has an abundance of ideas he is likely to express himself with fluency and force. If he has no ideas, or few, the plight of the Children of Israel in making bricks without straw is pleasant in comparison."

(LANGUAGE.)

The first aim of the teacher, then, should be to put before the child subjects which will stir his interest, awaken his ideas, and stimulate his imagination. Her second aim should be to attain that nice balance between looseness or inaccuracy of expression on the one hand, and dead formalism, on the other which constitutes easy, attractive, correct discourse.

As a means of training in the grace and charms of expression, nothing is more valuable than teaching children to commit to memory much well selected poetry and prose. Says Dr. Hinsdale, "Selections of poetry should be committed to memory to be recited, to be sung, to be made the subject of conversation." This exercise may be conducted on a generous scale. It will confer some knowledge, but especially will it develop and refine the vocabulary, provided the selections are properly made. Furthermore it will develop taste. Beautiful poems committed to memory in childhood will be a perennial well-spring of cultivation and delight. Nor is it necessary, or even advisable perhaps, that the pupil should understand all the passages that he learns. At this point persons who over estimate the intellectual elements of education make a mistake. Passages that are but faintly understood may move the imagination and mould the feelings.

"Sir Walter Scott understood this matter much better than some schoolmasters. 'Children,' he wrote, 'derive impulses of a powerful and important kind from learning things that they cannot entirely comprehend. It is a mistake to write down to their understandings. Set them on the scent and let them puzzle it out.'"

Pictures are always available and, if good, never fail to stimulate the interest of children. Each child should be encouraged to interpret the picture for himself, making generous use of his intelligence and imagination. Pictures furnish an excellent basis for imaginative stories, which may be given orally or in written form. They should always be used also when suitable ones can be secured to illustrate classic myths and stories.

The nature and science studies will be found to be the

(LANGUAGE.)

teacher's main resource for material to use in her language lessons. The field is inexhaustible, the child's interest is unflagging. When he has become weary of everything else, the phenomena of development, change, growth, life have lost none of their charm. But it is not because of his interest in these things that they furnish so valuable a basis for language teaching: it is because they are to him the real existences; the visible, tangible, actual truth. "A child who carefully observes an object in nature like a bird, a flower, one of the constellations, or an experiment in physics, and who describes what he has seen, first orally and then in written form, is trained to a clearness, accuracy and conciseness of expression not easily attained otherwise."

FIRST GRADE--A CLASS.

Begin by cultivating pupils' powers of observation and expression through the study and description of objects, and by encouraging them to talk freely of what they see and do.

Secure the confidence and awaken the interest of the children.

The aim of the teacher should be first, to awaken thought in the child's mind; second, to assist him in making his thought clear and distinct; third, to help him to a natural, free, and correct expression of his thought.

Story lessons, picture lessons, imaginary journey work, plant lessons, animal lessons, and object lessons are all to be introduced in the language work of this grade. The work in each line should be a basis for following years.

Tell stories of trees and their children; getting pupils to observe trees and their care of their children.

Plant seeds, and notice simple points in the development of beans, corn, peas, and acorns.

Have pupils select a tree and observe all insects found upon it—upon the trunk, leaves, flowers, etc.

Notice the change each season makes in a tree.

Teach simple qualities of objects, as hard, soft; sweet,

(LANGUAGE.)

sour; hot, cold; long, short; etc.

Give exercises upon the use of *is* and *are*.

Tell simple descriptive stories, having pupils draw pictures to illustrate them.

Teach right, left; forward, backward; up, down.

Watch the changing of seasons—its indications in return of birds, falling of leaves, color of sky, etc.

By use of objects occasion correct expression, and practice upon it until it becomes habitual.

Give exercises upon the use of *is*, *are*; *was*, *were*; *see*, *saw*; *has*, *have*; *go*, *went*; *do*, *did*; *write*, *wrote*; *run*, *ran*; *give*, *gave*; *eat*, *ate*; etc.

Call attention to the simple uses of capital letters.

Continue work with qualities of objects; teach brittle, tough; rough, smooth; sharp, dull; narrow, wide; pleasant, unpleasant; etc.

PLANTS. In all nature work study objects, whether animal, vegetable, or mineral, as *wholes* before any examination or study is given to *parts*.

Fall Work. Notice foliage, color, change, of color, cause of the change.

Fruit. Apples, peaches, pears, plums, grapes, etc.

Study first as a whole, shape, size, color, covering; afterwards external parts, internal parts. Uses of parts and use of fruit. Comparison of fruits, bringing out resemblances and differences.

Seed Work. Collect seeds of many kinds: name, describe as to shape, color, size; how distributed.

Select a tree and watch its changes from week to week. It may be box elder, maple, poplar, or any native tree growing near the school.

Winter Work. Study dry and soaked seeds. Talk of where the sap is, and how the roots are kept warm.

Ascertain whether plants are warmer with or without snow.

About April 1, break twigs from the tree selected for special study, and other trees and shrubs, and bring them into the

(LANGUAGE.)

house. Watch the changes in twigs and what causes them. Development of buds. Notice arrangement on branch, size, covering, contents, color, flower or leafbud, distance from one bud to the other, feeling of bud. Study the twigs of the special tree first. Place the twigs in water, and study again when new points have developed.

Give very few technical terms. This work must be conversational and interesting, care being taken to have the pupils do the work.

May 1st, seed work.

Review work upon dry seed, and study soaked seeds, as lima beans, corn, peas, etc; notice coat, parts, and baby plant.

Plant the seeds studied. Watch the growth of these seeds. From time to time take them up and notice changes.

Spring Work. Review work upon twigs, buds, and growing seeds, when the specimens are abundant. Notice and describe the changes in trees and plants.

Study leaves, flowers, and whole plants, working for naturalness of expression, cultivation of observation, and to create an interest in and love for the work.

Drawing should accompany this work. Children should model and draw as they observe and describe.

PLACE WORK. Review right and left, and teach the cardinal points.

Observe weather and seasons, day and night, cold days, warm days, cloudy days, clear days, wet weather, dry weather. Observe wind; whether warm or cold, and its direction. Sky as to color. Clouds, their color, shape, what makes them move.

Notice where the mud is deepest in spring. Why? How is mud made?

Teach the names and simple qualities of a few common minerals.

Continue picture work and story work.

A little simple written work should be given each day, giving special attention to the use of capital letters, period, and question mark.

Children should always have the thought clearly in mind,

(LANGUAGE.)

and be able *to express it orally* before being asked to write. They must be taught to spell words necessary for the work before being allowed to use them.

Call attention to frost; appearance, cause, result, as opening of burrs, etc.

Call attention to ice; cause, description.

Lessons upon snow, snow flakes.

Covering of animals in winter and summer.

Weather and seasons. Sun rises in east and sets in west: moon and stars.

People found in this locality. Appearance, color of eyes, hair, etc. Tell story of Agoonack (Seven Little Sisters,) or of some other little child who lives in polar regions, and compare her way of living with ours. Draw pictures.

Our way of traveling compared with theirs.

Occupation of their fathers.

Lead pencils to observe and model in sand, hills, valleys, lakes, and other natural features found in this vicinity. Notice when the sun seems to give the most heat, at noon or morning, this month or last.

Ways of communication, telegraph, telephone, letters, newspapers.

Stories from American history or literature, told by the teacher.

Children may model in sand and draw pictures to illustrate thoughts gained from this work.

Have pupils commit to memory and recite the prescribed poems.

SECOND GRADE—A CLASS.

Work with capital letters, period, and simple uses of the comma and the apostrophe.

Stories of Indian and Japanese life, using pictures, specimens, etc.

PLANTS.—*Fall, autumn.* Work with fruit and seeds.

Teach of seed coverings and seed holders. Distribution of

(LANGUAGE.)

seeds. Names of kinds of seed and fruit.

Plants to be well studied at first as wholes.

1. Plant named.
2. Parts named; root, stem, branches, leaves, blossoms, fruits or seeds.

3. Necessity of each. Care of each, how protected.

4. Vital parts named.

(1) Study of roots; fibrous, fleshy.

(2) Size, covering, rootlets.

(3) Use; to plant, to man.

Continue observation of changes for winter, forming of buds, use of foliage to tree, bare branches in winter, etc.

Winter and spring work. April. Bring in twigs and watch the development of buds.

Study of twigs.

1. Notice color, size, surface; spreading, upright, or drooping.

2. Buds. Leaf buds, flower buds, or both leaf and flower buds, arrangement, shape, color, size, number, covering, use of cover and what becomes of it.

3. Inside of buds. Arrangement of leaves; arrangement of flowers, development, slow or rapid, change of color.

4. Scars. Position in reference to bud shape arrangement, leaf scar, bug scar; growth of twig in one year.

March. Study germinated seeds. Plant monocotyledons, corn and wheat; dicotyledons, morning glory, bean, peas, acorns; polycotyledons, spruce or pine seeds.

Study outside of seeds, covering and markings; inside of seed, radicle, plumule, cotyledons, albumen, and germination.

Plan for lesson with germinated seed.

1. Give each child a specimen.

2. Review parts and have each named.

3. Notice changes since last studied.

4. Describe changes noticed.

5. Draw changes and observe specimen as it is to-day.

Study leaves and parts of leaves, simple or compound, margins, and kind of venation.

(LANGUAGE.)

The relation between the number of cotyledons and kind of venation should be noticed. Study parts of flowers.

WRITTEN WORK. —1. Results of simple observations on plants and other objects and of simple experiments.

2. Dictation based upon the reading lessons and the simple original work.

3. Original sentences, stories, description, etc.

PLACE WORK. Review and broaden the application of the cardinal and semi-cardinal points, applying them to near and distant objects, to school grounds, to principal streets; compass and use.

Teach use of the yard and pace by practice in measurement. Develop idea of scale and show necessity of drawing to a scale.

Draw room floor to a scale; use the term, map.

Teach directions on a map; draw map of yard.

LAND AND WATER.—Lead pupils to recognize prominent bodies and forms, and to know their parts, as hill, base, summit, sides, mouth of stream.

To find the position of parts.

To express ideas in moulding, drawing, and words.

Notice that a creek is in the lowest part of the land. Why? Rapidity of current, cause of sand in the bed.

Study slopes—gradual, abrupt, short, long.

WINDS.—Name winds according to direction.

2. Notice effect of different winds.

3. Learn the use of the weather vane.

Idea of Government; home government, school government, city government.

RAIN. Where does it come from? Where does it go? What does it do?

Forms of water; fluid, solid, vapor. Watch boiling water; watch evaporation in the sun, in the shade, in salt water, what becomes of the salt, etc.

(LANGUAGE.)

Teachers will have pupils commit to memory and recite the prescribed poems.

SECOND GRADE—B CLASS.

Continue all work of the A class.

Watch carefully the application of the facts taught about punctuation, and the use of capital letters.

Have pupils write notes of invitation and simple letters.

To children the work will be interesting in proportion as it is characterized by freshness of material, variety of treatment, and enthusiasm in presentation.

Stories relating to history and geography.

PICTURE LESSONS.—These lessons should call for more extended and careful observation than the pictures used in previous years.

Give several successive lessons on same picture; knowing old points before new ones are given.

Recalling and describing picture when it is out of sight.

Tell story about picture, aided by questions or an outline.

Origin of holidays; stories and poems.

ACTION LESSONS.—Teacher performs an action.

Children tell of it in as many ways as possible.

Teacher performs two actions.

Children describe, using "and."

Teacher performs more than two actions.

Children tell what he did, using only one "and."

Drill upon correct use of verbs, as may, can, I saw, I have seen; and adverbs, as slowly, quickly.

PLANTS.—Review thoroughly A work, and follow the outline given, adding more details to the work.

Study four or five blossoms according to the outline. Select the blossoms of plants already studied. In the early work

(LANGUAGE.)

it is best to confine ourselves to a small number of plants.

1. Blossoms.
1. Name, color, general form.
2. Parts and description of pistil, stamens, calyx, corolla.
3. Use of each part, to plant, to insect, to man.

II. Change of blossoms into seed or fruit.

1. Kinds, dry, fleshy, or stony.
2. Uses of fruit to animal, to man.
3. How distributed, by nature, by animals, by man.

Give much thought to reproduction of plants, care and protection, also differences and resemblances. ●

Supplement with reading lessons about the work done.

PLACE WORK.—Review directions on map, ways of measuring.

Draw map of city block.

Review idea of natural features of this vicinity, and model in sand and develop definitions of them and their parts.

Give special attention to slopes, drainage, and soil making. Effect of water, sun, and frost upon the soil.

Review work with winds, and continue the observation of them as to direction and temperature. Notice the motion of the air in the school room; lead to the cause of wind.

MOISTURE.—Rain, snow, dew, frost, fog. When most abundant, time of day seen, cause of disappearance.

Why is it cooler, in summer, near water than on a desert? Observe shadows.

Length of shadow compared with that of object.

Length in the morning, noon, evening.

Direction in the morning, noon, evening.

Time between casting longest and shortest shadows.

Continue and enlarge the work with minerals.

Many points in connection with topics suggested will necessarily come out in the logical development of the subjects. None of these should be overlooked.

(LANGUAGE.)

Teacher will have pupils commit to memory and recite the prescribed poems.

THIRD GRADE—A CLASS.

Teach simplest uses of semicolon, quotation marks, and apostrophe.

Correct use of I, he, him, she, us, them, am, are, see, lie, lay, sit, and in particular the subject of grammatical agreement, but avoid technical terms.

Do much reproduction work, dictation work, and memory work.

Measure the success of your teaching by the increasing power of your pupils to get thought, and to express it orally and in writing.

Keep up the pupil's interest and enthusiasm, and give much attention to the cultivation of imagination.

Have pupils write letters, notes and telegrams.

Picture lessons on India rubber, rice, cotton, cocoanut trees. Use characteristic pictures of country, productions, and occupations.

PLANTS.—Many lines of work have been given. These should be followed by additional work upon a few new specimens, giving more attention to details, and the "why" and "how" and to the order or plan of growth.

Observe when seeds are formed and how they escape from the ovary. Compare four o'clocks and morning glory seeds. Classify into albuminous and exalbuminous seeds.

Review leaf buds studied, and compare with other buds as to arrangement, folding of leaves, color, size, number, etc. Review and compare flower buds and leaf buds.

Review parts of leaves; teach kinds of leaves, and more difficult part, as breathing pores and pulp.

Discover use of each part to the leaf, study its relation to sunlight, air, rain, etc.

Notice the order and plan shown in bud and leaf.

(LANGUAGE.)

Require orderly but free description of specimens.

Read, study, and learn flower poems.

GEOGRAPHY WORK.—Review definitions of natural features of the country.

Lead pupils to imagine similar features.

Lead pupils to observe life of each region.

Lead pupils to connect certain occupations with each region.

Lead pupils to connect certain commerce with each region

Lead pupils to see reasons for definite locations of cities

Have imaginary journey lessons to points of interest in the county and state, and in Wisconsin.

Teachers should endeavor to render pupils as familiar with all points of interest as if they had seen them all.

It is of the highest importance that this work be made interesting to children. For this purpose prepare scrap books of geographical information as it is met in daily reading.

Continue all lines of observation work, such as weather, winds, fall of moisture, change of seasons, climate, etc.

Keep daily record of winds and weather.

Learn use of thermometer.

Teachers will have pupils commit to memory and recite the prescribed poems.

THIRD GRADE—B CLASS.

Continue the oral work in the other lessons and draw largely upon them for material for language lessons.

Give exercises in reproducing (1) by topics or questions, (2) without them, in both oral and written form, the subject matter of nature and reading lessons and stories.

Dictate short paragraphs, which pupils have previously studied, from reader, for the purpose of drilling on words, capitals, punctuation.

Teach margins, quotation marks, caret, and hyphen in compound words and at the end of a line.

(LANGUAGE.)

Continue work in easy letter writing, using much care to secure ease and naturalness of expression as well as correct form and neat appearance.

Review the work of the A class on plants and make all weak points strong. Add new specimens and such technical terms as are needed—classifying as to food plants, clothing plants, etc.

Teacher will have pupils commit to memory and recite the prescribed poems.

GENERAL SUGGESTIONS FOR LANGUAGE STUDY IN GRAMMAR GRADES.

It must be borne in mind that the work of these grades is not to teach *Grammar*, but *language in its practical uses*. These uses are to be learned chiefly through practice, under the careful, intelligent guidance of the teacher; not chiefly by the application of technical rules. The aim is three-fold: (a), to help the children to the acquisition of ideas and thoughts and to enrich their imaginations; (b), to lead them to talk and write more freely of their observations, thoughts, and experiences; and (c), to overcome faulty habits of speech, by habituation to correct usage.

Before children can be expected to talk or write, they must be in possession of the "raw materials" of thought. There can be no doubt that one of the chief causes of failure to get well expressed sentences from our pupils is to be found in the emptiness of their minds. Attention has too often been directed almost exclusively to the perfection of the vehicle of thought, and very little to the enlargement and strengthening of the thought itself.

Teach children to find the materials for their compositions in their own researches, observations, and studies. Avoid abstr-

(LANGUAGE.)

act themes. Let the language class hour be occupied quite as often with efforts to insure a mechanically correct verbal expression of it. The reading class, the natural history class, the geography class, in fact every class exercise of the day is to yield its tribute to the language work.

Picture stories, development of skeleton outlines, reproductions of fables, stories, etc., imaginary journeyings and experiences, biographies and auto-biographies, real and fictitious, all serve useful purposes.

To insure mechanical correctness, it is absolutely necessary that (a), the fundamental idea of *sentences* be clearly understood; and that (b), the classification according to use in *telling, asking*, etc., be fully mastered.

Pupils should never be guilty of incorrectly beginning and closing sentences.

Sentences written to illustrate the various exercises of the book, should always evince some thought on the part of pupils.

Do not accept such lazy, statements as: "The girl is good." "John's pencil is long," etc. The writing of every illustrative sentence should be an exercise in composition, and should, as a rule, represent some truth originally discovered, recently learned, or newly elaborated.

The pupil's first effort in every composition should be his best effort. Do not permit him to be careless in his penmanship or use of capitals and punctuation with the expectation of correcting these faults on his second draught. Corrections of the first draught should be made by erasures and interlineations; and before copying, the complete first draught should be as nearly correct in thought and expression as the pupil can make it. The appearance of the manuscript will of course be marred by corrections, erasures, and interlineations; the purpose of the second writing, therefore, is to secure a better appearance for preservation.

Blackboard work should be carried on by both the teacher and pupils—especially the latter—for discussion, observation, criticism. From a given object which serves as a subject—a picture, a piece of apparatus, the school room, something seen

(LANGUAGE.)

from the window, a plant, an experiment—certain pupils may write all the points observed; others may arrange these in logical order; still others may connect the statements thus made into continuous description. At another time the pupils may with profit write on the board from dictation, or place there the first draught of reproductions, etc. Or the pupils may dictate descriptive sentences to the teacher, who writes them upon the board. She may also write sentences to illustrate or verify the technical work; illustrate to her pupils methods of making outlines, model reproductions, etc.

An exercise that cannot be too highly commended consists in the writing by pupils in class, without previous preparation, of short exercises upon subjects with which they are familiar, with especial attention to freedom and fullness of statement and correctness of mechanical details.

All written work should be done with neatness, care, pains-taking, and in the best handwriting the pupil can command. It should be needless to say that the teacher's own blackboard work should serve as a model to the children.

The teacher's help and criticism should as far as possible be given while pupils are writing. She should strive to anticipate mistakes of form, thought, and expression, and prevent them. It is not necessary to assemble the class for recitation every day; pupils can often better be employed in practical composition work at their seats, and the teacher's best work is done in the personal, individual help and suggestion given them while at their work.

Insist upon these forms in written work:

(1) The pupil's name to be written near the upper right hand corner of the page.

(2) The title to be placed in the middle of the page, near the top, and neatly underlined.

(3) An even margin on the left hand of the page, the first line of each paragraph to be indented.

(4) A syllable never to be broken at the end of a line.

Correct forms should be taught by the following means:

(LANGUAGE.)

(1) By careful observation of correct usage in reading books;

(2) By suitable dictation exercises;

(3) By special exercises at the board with a view of illustrating and emphasizing correct forms.

Do not study in a perfunctory manner the poems given in the text or those assigned to be learned; endeavor to impress their beauty and lead pupils to love them.

Read carefully the suggestions given for the teaching of language in primary grades.

FOURTH GRADE—A CLASS.

First Lessons in Language.

Do not lose sight of the chief aim of language teaching; to make children more observing in the field of natural science and elsewhere, to enliven and enrich their imaginations, to help them talk and write more freely of their observations, thoughts, and experiences.

The teacher must not do any of the pupil's work for him, but must encourage and direct his efforts in such a way as to give him daily increase of power and skill.

FOURTH GRADE—B CLASS.

The lessons of the book indicate the topic for study and recitation; they do not represent all the work that should be done on each topic. There is call for considerable enlargement of the work throughout the entire book.

FIFTH GRADE—A CLASS.

Have pupils commit to memory and recite, singly or in concert, two of the following poems: "The Psalm of Life," Henry W. Longfellow; "The Spacious Firmament on High," Joseph Addison; "Our State," John G. Whittier; "Duty," Ralph W. Emerson; "I remember, I remember," Thomas Hood.

(LANGUAGE.)

FIFTH GRADE—B CLASS.

The language work will be confined chiefly to discussions, sketches, and compositions.

Endeavor to secure from pupils their best effort. Without interest and enjoyment, children will gain little from their language work. Study the topic chosen for the language exercise with the class, using for this purpose the text book, reference books, cyclopedias, etc. Permit a few notes to be taken of points that cannot easily be remembered. After such preparation, require pupils to write without books or other aids.

Have pupils commit to memory and recite the following poem:

“Landing of the Pilgrims,” Felicia Hemans.

SIXTH GRADE—A CLASS.

Continue to select topics from other studies for compositions. Abundant opportunity for such work is afforded in more advanced studies of geography, history, etc.

All exercises in composition should be carefully corrected and rewritten, and *one each month* copied into a book kept for that purpose.

Have pupils commit to memory and recite two of the following poems, “Abou Ben Adhem,” Leigh Hunt; “Cui Bono?” Thomas Carlyle; “To a Waterfowl,” William Cullen Bryant; “The Ivy Green,” Charles Dickens; “Ring out Wild Bells,” Alfred Tennyson.

SIXTH GRADE—B CLASS.

A valuable rule to apply in all language instruction is to make use in every other class exercise of the day of all that the language lesson has taught.

Have frequent short compositions on subjects with which pupils are entirely familiar. Thus exclusive attention may be given to execution, clearness, and grace of expression.

Continue tactful criticism of faulty expressions, as they are heard in conversation and recitation.

(LANGUAGE.)

Continue also to correct improper pronunciation and the misuse of words. All such corrections, however, need to be very tactfully made.

Have pupils commit to memory and recite two of the following poems: "The Brave Old Oak," Henry F. Chorley; "Signs of Rain," Dr. Edward Jenner; "Daybreak," Henry W. Longfellow; "Jack Frost," Hanna F. Gould; "The Brook," Alfred Tennyson.

SEVENTH GRADE—A CLASS.

The work outlined in the book, represents not all which the class should accomplish. The supplementary work should consist of carefully written compositions on subjects drawn from the various studies of the grade. Poems and short prose selections should be studied for their thought, their beauty of expression, their allusions; and written exercises be had upon them. Advice and assistance in home reading should be given.

Have pupils commit to memory and recite two of the following poems, or others of equal merit: "The Fringed Gentian," William Cullen Bryant; "The Battle Hymn of the Republic," Julia Ward Howe; "Before the Rain," Thomas B. Aldrich; "The Oak," Alfred Tennyson.

SEVENTH GRADE—B CLASS.

Study the selections intensively to acquire as fully as possible their meaning before having them learned. A large part of the work in language teaching in the higher grades should be the repeated, sympathetic reading of many brief masterpieces; compositions based on study of History.

Two of the following compositions, or other equally classic are to be committed to memory and recited: "The Pen," Bulwer Lytton; "Hymn to the Flowers," Horace Smith; "Indirection," Richard Realf.

Supplementary lessons to further elucidate the principles taught.

The following should be noted:

(a) As a result of his language studies, the eighth grade pupil should know not only that the language which he uses is correct, but why it is correct.

(b) No pupil should be allowed to leave this grade who has not become habituated to correct usage of the common forms of speech.

(c) The grammar school is no place for the unraveling of mysteries of speech, or for the discussion of grammatical subtleties. But it is a valuable intellectual exercise for the pupil to train his judgment in discriminating sharply between the various meaning of words; to apply the principles which he has learned to the determination of errors of speech and correct uses; and to make a careful thought analysis of continuous discourse on the basis of sentence structure.

(d) The work of this grade must be considered very important, in view of the fact, that for one group of pupils, it will be the last opportunity for the formal study of the principles of the language; for another group it is the final preparation for the technical study of rhetorical style, and the work of foreign language study which follow in the high school.

For the composition work, note all directions previously given. Pupils in this grade should be able to compose rapidly, and at the same time express thoughts of value upon the subjects under consideration. The mechanical features of composition—punctuation, capitals, paragraphing, and making the paper externally attractive—must be carefully regarded; untidy and careless work, in thought, expression, execution, must not be accepted. Teach pupils to compose and write so carefully, that the first draught of a composition may be preserved.

When there is need of consulting cyclopedias or other ref-

(ARITHMETIC.)

erences, pupils should be trained to read carefully the desired information, noting on paper needed information as they read, in language as abbreviated as possible, then to restore the book to its place. Do not permit copying under the guise of originality. Be careful not merely to impress upon the pupils the wrong and disgrace of plagiarism, but make sure they are never guilty of it.

Encourage the preparation of illustrations for compositions. A well executed drawing expresses thought even more clearly than language. Bring language and drawing into co-operation to express thought most vividly.

Declamations, recitations, readings of compositions, original and selected, in the presence of the school are to be regularly given by all the pupils in all Grammar grades.

The selections to be committed to memory in the A class should be drawn chiefly from the "Lady of the Lake," and in the B class from "Julius Cæsar," or "Merchant of Venice."

ARITHMETIC.

FIRST GRADE—B CLASS.

Speer's New Arithmetic in the hands of teachers. First half of the book.

Study carefully the instructions in the preface and the chapter on definite relations.

Appropriate exercises in sense training; touch, hearing, sight, etc.

Comparison of shapes, colors, forms, distances, dimensions, etc.

Visualizing of forms, relative positions, color relations, pictures, etc.

Handwork in cutting, drawing, building of forms with blocks and tablets, shaping of forms with plastic materials, etc.

(ARITHMETIC.)

Ratio work in magnitudes with solids, tablets, drawings, etc.

Application of this work with the simplest measures of length, volume and value; foot, yard; pint, quart, gallon; cent, nickel, dime; etc.

Simple problems based on ratios of quantities.

FIRST GRADE—A CLASS.

Continuation of all work indicated for B class. The New Arithmetic completed.

The symbols for the expression of quantity, relation and operation, should be presented slowly and not until the facts to be expressed are clearly understood. When this time arrives the symbol should call to mind the magnitude, relations, or operation automatically.

SECOND GRADE—A AND B CLASSES.

Speer's Elementary Arithmetic in the hands of teachers.

Teachers will study carefully the suggestions of the author and endeavor to catch the spirit of the work.

The amount of ground to be covered cannot be determined in advance.

Limits will be set upon the work as progress is observed.

THIRD GRADE—A AND B CLASSES.

Speer's Elementary Arithmetic in the hands of teachers.

As in the Second Grade, limits of the work will not be indicated until some progress has been made.

GEOGRAPHY.

For the work of grades below 3 B consult the outlines and suggestions given under *Language and General Lessons*.

From Manual Calumet, Mich., Public Schools:

MAPS.—Never conduct a Geography lesson without a map before the class. When a recitation is made by a pupil concerning the physical features of the earth, let some other pupil point to the map and indicate the locality.

The study of maps has no place in the lower grades, as facts, forms and notions are studied as they exist in the pupil's home neighborhood. Above the primary grades, however, a relief map can be made useful, because it shows the vertical configuration and contour and enables the children to form a truer mental picture of the surface than does the flat map. The next most useful are the physical maps which show different altitudes by means of different color.

In teaching structure and physical features, use relief maps. Such maps may be made in putty, sand, salt or papier-mache, according to the following directions:

Papier-Mache.—Tear unsized paper (drawing paper which has been used will answer the purpose) into small pieces, the smaller the better. Put into a stone jar and pour boiling water over it. When cool enough to handle work it with the hands for some time. Drain off the water and pour on more and let it stand, then work thoroughly until it becomes a pulpy mass. It can then be kept for any length of time by molding the pulp into bricks and putting them into a dry place. When required for use it may be moistened with hot water. Making the map. Materials:—Papier mache, board or glass, water colors, blue and white paints and brushes. Put papier-mache on in small quantities, so that it will not flake off. When dry, paint with water-colors. Paint the board blue, using oil paint. If glass is used, paint the back or place glass against paper.

(GEOGRAPHY.)

SALT MAPS.—Materials: Board, table, salt, flour, blue and white oil paints, one very fine and one coarse brush.

Preparations.—Make a mixture having the consistency of thick cream, of flour, salt and water. Use about one part of flour to four of salt. Put on in small quantities at a time. With handle of small brush make depressions for lakes and rivers. Then dry, paint these and the boards a pale blue color.

PUTTY MAPS.—Putty maps may be made on slate or oil-cloth by each pupil. They are convenient because they can be made at seats.

CRAYON MAPS.—Materials: Nos. 2 and 3, crayon pencil stub, rubber eraser and crayon paper. Outline drawn with crayon pencil. Crayon put on with stub or chamois skin, rivers with crayon pencil.

CHARCOAL MAPS.—Materials: Charcoal, chamois skin, stub and piece of bread. Charcoal paper.

PASTEL MAPS.—Materials: Hard and soft pastels, pastel paper. Draw outline with hard pastel.

INK MAPS.—Line in counties with different colored inks or by using different designs with same color. The colored crayons can be used with best advantage if a careful selection of colors is made and much white used with them. The following mixture put on with an atomizer will prevent crayon, pastel, etc., from rubbing off; white shellac gum as big as your thumb in one ounce of alcohol.

General Directions: In studying the outline, surface and drainage of a division of country, use first some good relief maps made by preceding class. If you have none, make a sand map and have it as nearly correct as possible.

After pupils have a clear idea of the outline, have them provide themselves with boards, 12x18 inches in size. Take one recitation period to draw out and correct the outline of the country studied.

After the surface and drainage of the country is thorough-

(GEOGRAPHY.)

ly understood from the study of relief and wall maps, take another recitation period; give each pupil a piece of putty and dish of water, and have them build the surface of the country and put in the drainage. By keeping the finger wet the child can work the putty more rapidly. Only one period need be used for this work if you have everything in readiness. Examine maps, and save three or four of the best and have the putty from the rest scraped back into the jar. Each one will thus have a map showing the conception each one has of the surface, and will thus have put forth his best effort.

SALT MAPS.—Have the map boards for salt maps painted black some days previous to their use.

For salt maps the finer the salt the better.

Relief maps should always be made to a scale. If this plan is followed the mountains will not be out of proportion, as is often, if not generally, the case.

After the salt maps are finished, the board around the salt should be carefully washed.

Pupils should not be allowed too much latitude in the use of colors, for they often choose the more glaring colors, thinking they are beautiful. The colors used in a map should be complementary. The effect produced will be more pleasing to the eye, and very much more satisfactory.

For the study of horizontal forms, countries and journeys therein, large wall maps should be used.

Pupils are to make frequently rapid sketches of the continent, first from the maps in their geographies, then from memory. Ten drawings made in ten minutes are more educative than one drawing that consumes ten minutes.

THIRD GRADE—B CLASS.

The Natural Elementary Geography. Sections 1—15.

The paragraphs in the book will be read by the children, without regard to lesson limits; the only requirement being to read no more than can be well illustrated, conversed upon, and understood.

Everything capable of illustration by reference to nature should be so illustrated. If the teacher cannot take her pupils to the hills, the plains, the brooks, the lakes, she can extemporize these and almost every other natural geographical form and phenomenon upon the school grounds and in the ditches and mud pools. For beginners, tangible illustration with actual realities is indispensable. "Without sufficient observation geography degenerates into the veriest verbalism."

Excursions, however, whether to the country or to the school grounds and roadsides must be taken with a fixed and definite purpose. What is to be done and seen cannot be left to chance; the plan must be as well arranged in advance as that for a reading or language lesson.

The pictures in the text contain some of the best lessons. They are to be studied with enthusiasm. There is abundant opportunity also for the use of a much larger number of pictures and other illustrative material than the text offers. The teacher's cabinet should contain a large number of instructive pictures and other illustrative material. Years are required to make such a cabinet approach completeness, but a single year's collection may be of great practical value in instruction.

In addition to the work prescribed in the text, observation lessons relating to the phenomena of the weather, sunshine, earth building, erosion, etc., are to be given.

"The study of continents should follow a logically arranged list of topics so related as to lead the pupil from one subject to another, and show their interrelation and dependence."

"Classes should clearly see that great mountain chains shape the coast line, locate the valleys and basins, and affect largely the climate; that the shape of the valleys, and the swiftness of rivers govern to a large extent the form, surface and soil of the plains; that upon climate will depend life forms; and that upon all these conditions will depend the industries and civilization of man."

"The first study should be that of the position and form

(GEOGRAPHY.)

of a continent as an elevated mass of land; its main slopes and their subdivisions should be clearly taught, together with the location of mountains and the drainage of the continent. Following these will come the study of climate, soil, vegetable and animal life, people and their various industries and institutions, cities, and state. These topics should not be studied in a particular and exhaustive way in this grade, but enough should be taught to feed the imagination, arouse interest, and clothe the continent with living forms."—Indiana Course of Study.

FOURTH GRADE—A CLASS.

Natural Elementary Geography. Section 16-34.

Pupils should now be held to greater independence of study. Lessons as prescribed should be approached with as much interest and characterized by as much enthusiasm as those of the preceding class, but the pupils are to be held responsible for more. Answers to questions are to be fixed in the memory, though in no set form of words; the statements of fact, mastered; the exercises indicated, performed.

In using the book, the lesson, if difficult, should usually be read aloud the day previous to its recitation. During the reading the teacher should indicate and, if necessary, explain facts that she desires to have studied or memorized.

Too much importance cannot be attached to the reading of appropriate juvenile books and papers by the pupils, and to stories of travel told by the teacher. A small number of books adapted to this work, and accessible to the pupils is almost indispensable.

Connect geography and language lessons by having pupils write of imaginary journeys, descriptions of scenery, manners, customs, and like topics, after careful study of them as described by travelers and others.

Make daily use of globe and maps. The moulding board must constantly be used in teaching land and water divisions

(GEOGRAPHY.)

and in the first study of the continents. Map drawing to accompany the whole work.

Map drawing should be largely progressive. By this method the drawing work is carried on step by step as the study proceeds. First the outline is drawn and studied, then one detail after another is added until the whole is completed. Special maps are also to be made to illustrate special features: the physical features of the region; the areas of various productions; the distribution of rainfall; the history of the country, etc.

Children are to be taught to draw simple maps to scale and always to apply the geographical scale to the maps of the text.

FOURTH GRADE—B CLASS.

Natural Elementary Geography. Sections 35-53.

Same methods of study continued. The topical method of recitation to be employed more generally than in the preceding grade. The teacher should prepare each day and place on the board to aid pupils in study a brief synopsis of the general topics. Pupils should be able to make their recitations from this synopsis, with few questions by the teacher.

Make abundant use of comparison, one section or state with another, one physical feature with others, and especially, the more remote with the near at hand and well-known.

FIFTH GRADE—A CLASS.

Natural Elementary Geography, completed.

Review the entire book by the aid of the topics on "Comparison and Correlations," pages 71, 109, 134, and 140.

The study of elementary geography to be completed in this grade, should result in a clear, general knowledge of the location and description of the leading countries of the world, particularly of our own, as a basis for the more exhaustive studies of higher grades.

(GEOGRAPHY.)

FIFTH GRADE—B CLASS.

The Natural Advanced Geography, pages 5-32.

The assignment for this class in pages is not large; but very many important subjects are included in it and the author's treatment of them, though clear and intelligible, is thorough and necessarily difficult. Haste must be made slowly. In some cases, the subjects should be developed by the teacher almost as completely as if the text were not in the hands of the pupils. Nowhere is there a larger demand for apt illustration, skillful experimentation, wise questioning, and stimulating leadership. As it is so much easier to commit to memory the language of the book than it is to study out its meaning, constant vigilance is necessary to prevent this very common, but very injurious habit. A nice discrimination is often necessary to distinguish between intelligent comprehension of the subject which results in fluent expression and facility of memory so frequently invoked to conceal a lack of real understanding. The teacher's questions must break through the language of the book at every point. The real truth, which as expressed in the author's language is often obscure or entirely unperceived, must be uncovered and rendered objective by careful questioning from many points of view.

In map drawing, the main purpose is to impress distinctly the mental picture of the region drawn. As a rule, no time should be spent in perfecting the minutiae.

By the plan of progressive map drawing, gradually form the simple outline of the grand division or section of country, and as knowledge of particular features is acquired, build up the complete map.

SIXTH GRADE—A CLASS.

Natural Advanced Geography, pages 33-65. Also the Physical Features of Michigan from the Michigan Supplement.

The first pages of the above assignment, as that of the preceding class, deal with topics of universal interest—topics upon a knowledge of which practical application of geographical

facts must always depend. Narrow, bookish instruction is entirely out of place here. The author's presentation is an excellent basis for such full, free, but well directed discussion as will not only enlarge pupils' ideas but discover to them new relationships and new interests.

The second part of the assignment treats of geographical subjects in their narrower sense, and makes particular application of general knowledge already acquired. First, the continent of North America is studied with respect to its general features, physical and historical; then the United States, as a grand division, in greater detail; then the groups or divisions of states are treated in respect to the various features which characterize them; and finally the individual states, with reference to such particulars as distinguish them from the group as a whole. This is the correct teaching order and should be intelligently followed in all instructions.

At first, broad but very clear and distinct general ideas—a bird's eye view—of the continent as a whole are to be gained, and to these are to be added successively more minute details until the entire subject is mastered and the relations of part to part understood.

It is essential that each phase of the subject, as it is reached, be clearly understood before the next is studied.—“There should be constant effort to connect cause and effect, and to show interdependence of various agencies in the production of important results; the relief of a country determines its drainage and the location of its streams and fixed bodies of water; its water area in turn helps to modify its climate; upon its climate and soil its vegetable life depends; the latter determines the distribution of animals in it; and contingent upon the existence there of all these conditions will be its adaption to serve as the dwelling place of man.

Similarly the distribution of the races of mankind over the face of the globe, degrees of civilization in various regions, the evolution of history, the occupations and social life of the people, all connect themselves with a study of physical geography.”

(GEOGRAPHY.)

SIXTH GRADE—B CLASS.

Natural Advanced Geography, pages 66-101.

SEVENTH GRADE—A CLASS.

Natural Advanced Geography, pages 102-142.

Let the topics in review often take the form of studies on a given subject, under the varying conditions obtaining in different countries; for example: People, their distinguishing characteristics, domestic life, ruling occupations, etc., education, higher, elementary, how generally prevalent, etc., capital cities of the nations in comparison; modes of travel; prevailing religions; national literatures.

Such studies as is possible of our commercial relations with foreign countries. Some facts as to the nature of our consular service.

The review is not merely to fix in the mind facts that have already been studied, but in the light of that knowledge, it is to enlarge the pupil's view of the world and to bring into comparison with his own country the various nations of the earth.

SEVENTH GRADE—B CLASS.

One lesson a week or its equivalent. The geography finished and reviewed.

No teacher should be without King's Methods and Aids in Geography, or Parker's How to Study Geography. Nichol's Topics in Geography, Guyot's Earth and Man, and Ritter's Comparative Geography are also very valuable. Other text books and teachers' editions of school geographies may be most profitably used. This is notably true of Longman's, Tilden's, Frye's, Werner's and Morton's.

U. S. HISTORY.

ORAL IN LOWER GRADES.

Stories, fables, Indian legends.

Simple explanations connected with Thanksgiving Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Fourth of July.

Appropriate poems and songs.

Books of reference: Kate Douglas Wiggin's "The Story Hour," Sarah Wiltse's "Kindergarten Stories and Morning Talks."

SECOND GRADE.

History stories, dealing especially with the biographical side, so told as to give true and vivid pictures of colonial and pioneer life.

The Indians as the first inhabitants of America; their appearance, manners, and customs.

The mariner's compass; Columbus and his efforts which led to the discovery of America; his perseverance and success.

Story of the Pilgrims; the Mayflower; the first winter; the first Thanksgiving; the children; pictures of frontier life; homes; schools; churches; means of travel; clothing; amusements; etc.

Books of reference: "The Story Hour," Dodge's "Stories of a Grandfather," Carver and Pratt's "Our Fatherland," Pratt's "American History Stories," Coffin's "Old Times in the Colonies."

THIRD GRADE.

The English in America.

Brief stories of the settlement of Virginia, Massachusetts, New York, Pennsylvania.

(U. S. HISTORY.)

The names of the thirteen original Colonies.

Struggle of the French and English for the possession of the country, results.

FOURTH GRADE.

The English oppression of the Americans, the Boston Tea Party, the Stamp Act.

Union of the colonies; Declaration of Independence; the Boston boys and British soldiers; the battle of Lexington and Bunker Hill; the winter at Valley Forge; surrender at Yorktown.

George Washington, Franklin, Paul Revere, LaFayette, Robert Morris, William Penn.

Conditions of the country after the Revolutionary War; adoption of the Constitution; presidents.

Difficulties with England and War of 1812.

Stories of exploration and adventure; Daniel Boone, LaSalle, Marquette, Lewis and Clark

Occupations and inventions; farming, manufacturing, commerce; cotton gin, sewing machine, telegraph.

Transportation, steamboat, locomotive, Erie Canal.

Domestic life of the people one hundred years ago contrasted with that of to-day.

Books of reference: Eggleston's "Young Americans," Century book for Young Americans, McMurray's "Pioneer History Stories," Pratt's "American History Stories," Eggleston's "Stories of Great Americans for Little Americans."

FIFTH GRADE.

The following topics in Civics to be presented in a very simple way without details:

The State: capital, governor, legislature, courts, treasury, superintendent of public instruction.

The Nation; national capital, president, congress, supreme court, taxation—national, state, local. Emphasize and illustrate the moral principles which underlie good citizenship.

(U. S. HISTORY.)

Montgomery's "Beginners History" and Eggleston's "First Book in U. S. History," to be used as readers.

SIXTH GRADE.

The city, county, and state governments taken up in detail.

Teach the functions of government in its various subdivisions. Briefly compare our government with the governments of other countries.

Books of Reference: Macy's "First Lessons in Civil Government," Griffin's "Civics for Young Americans."

SEVENTH GRADE—B CLASS.

Montgomery's Leading Facts in American History to the French and Indian War.

EIGHTH GRADE.

Montgomery's Leading Facts in American History completed.

Civil Government; The Federal Constitution, the text of which is given in the history.

The Three Branches of Government:

1. Congress, the two houses; how members are elected and length of term; powers of congress; special powers of each house; restrictions on the general government; powers of the states; restrictions on the states.

2. The Executive; how elected; inauguration; duties and powers; messages; the cabinet and its duties; the diplomatic and consular service.

3. The Supreme Court and its Jurisdiction.

Legal qualifications for voting; the duty of voting; the Australian ballot.

Revenue, direct and indirect taxation; tariff duties; what is meant by Free Trade and Protection.

Books of reference: Macy's "Civil Government," Peterman's "Civil Government," Nordhoff's "Politics for Young Americans," Dole's "Talks About Law."

GENERAL INSTRUCTIONS FOR MUSIC.

Twenty minutes are to be given to work in music each day. This time must not be taken for rote songs in schools above the second grade.

Do not permit loud singing. Save the children's voices. Work for sweet, pure tone, rather than noise.

Pupils who cannot sing in tune must *listen* until they can.

Do not sing while marching or during any vigorous exercises.

Conduct your music lesson as you would a reading lesson. If possible assign a lesson to be studied and use the time allotted to music as a recitation. Do but little work in concert. Individual work pays best.

Each phrase or sentence should be studied, after its problems are pointed out by pupil and teacher and then read *as a phrase* at the rate of speed marked. Do not allow hesitating or repeating any more than in language work.

As soon as it can be read fluently let it be sung and pass on to the next exercise.

Sing all exercises at the pitch indicated. Constant use of pitch pipe is insisted upon.

Give about five minutes' drill daily to the chart, where furnished, and ten minutes to the book.

Every teacher should own a pitch pipe, and use it to determine the pitch of *every* song and exercise.

Do not sing with the children.

Words properly set to music may be sung at about the speed at which they should be read.—*From Grand Rapids Manual.*

COURSE OF STUDY FOR GRADES BELOW THE HIGH SCHOOL.

One year in Kindergarten.

READING.

See Course outlined in the Manual of Required Readings.

No reading book is to be used in class more than four weeks except in the first, second and third grades.

NUMBERS.

Speer Method to be used during the first three years.

Text book to be introduced at the beginning of the fourth year. The fourth grade is to complete 79 pages of Southworth's Essentials Part first.

The fifth grade is to complete the book.

Sixth grade is to complete 90 pages of Southworth's Essentials, Part second.

Seventh grade is to complete 159 pages of Southworth's Essentials, Part second.

Eighth grade is to complete the book.

In grades five, six, seven and eight, separate recitations in mental arithmetic once in each week.

The teachers are referred for details in the work of teaching Arithmetic to the Michigan Manual and Course of Study for District Schools, and also to the Wisconsin Manual. These are excellent books on the art of teaching.

WRITING.

Formal exercises only in grades one, two, three and four. Pen and ink only. Writing in all grades to be the pupil's best.

SPELLING.

Spelling both oral and written (the latter more impor-

(COURSE OF STUDY FOR GRADES BELOW THE HIGH SCHOOL.)

tant) in all grades. American Word Book to be used in the fourth and succeeding grades.

NATURE LESSONS.

Aside from those outlined in the language work are carefully and fully outlined in a separate Manual.

Lessons in Morals and Manners for each grade as outlined on page 129 of Michigan Manual and Course of Study for District schools.

Lessons in Literature, including books to be read in class, poems to be committed, and books to be read at home, are fully outlined in separate Manual.

LANGUAGE LESSONS.

The fourth grade is to complete 119 lessons in Southworth's and Goddard's First Lessons in Language.

Fifth grade is to finish the book.

Sixth grade is to complete 125 pages of Elements of Composition and Grammar.

Seventh grade is to complete 208 pages of the Elements of Composition and Grammar.

Eighth grade is to complete the book.

GEOGRAPHY.

For the work of grades below the Third B, consult the outlines and suggestions given under the General Lessons.

Third grade B is to complete 15 sections of the Natural Elementary Geography.

Fourth grade is to complete 53 sections of the Natural Elementary Geography.

Fifth grade A class is to complete the book.

Fifth grade B is to complete 32 pages of the Natural Advanced Geography.

Sixth grade is to complete 101 pages of the Natural Advanced Geography.

Seventh grade is to complete the book.

During the last half of the seventh grade have Geography once a week and History four times.

MUSIC.

All grades—Lessons outlined by the Supervisor of Music.

DRAWING.

All grades—Work to be outlined by the Supervisor of Drawing.

UNITED STATES HISTORY.

Seventh grade B, study Montgomery's United States History to "French and Indian War."

Eighth grade A, study Montgomery's "Leading Facts" during the half year.

Eighth grade B class, study Civics during the half year.

PHYSIOLOGY AND HYGIENE.

Physiology the last five months of the eighth year.

Teachers of the second grade will use the outline given in the Michigan Manual and Course of Study.

TEXT BOOKS USED IN GRADES BELOW THE HIGH SCHOOL.

Speller—American Word Book.

Arithmetic—Southworth's Essentials.

Language and Grammar—Southworth and Goddard.

Physiology—Martin.

Geography—Natural.

Drawing—Prang.

Music—Natural.

United States History—Montgomery's "Leading Facts in American History."

PLAN OF WORK.

The High School has adopted, this year, a new course of study, which is in accordance with modern educational ideas.

Formerly the work of the pupil was prescribed throughout, making each pupil take the same work regardless of his peculiar mental aptitudes and deficiencies. As a result, many a child has dropped out of school, discouraged and disgusted, because of his inability to master Latin Grammar or Algebraic Equations.

With a view to remedy this evil, the High School now makes all subjects, save English, elective, with the advice and consent of the parents and principal.

It is believed that a thorough knowledge of the English language and literature is of such vital importance that each pupil should be required to take all the work offered in that subject. Of the other studies offered the pupil is required to take enough work to aggregate twenty recitation periods a week. (See course of study.)

ENGLISH.

English composition, Grammar, Rhetoric and English Literature form a group of closely related studies. The aim of all, is to secure a ready, fluent and accurate use of both the spoken and written language, and at the same time to open the mind to the powerful influences exerted by books.

Composition work is employed in all classes and one day a week at least, should be devoted to written work in all classes. The subjects for this work should be such as appeal most strongly to the individual experiences of the pupil. Composition work should be systematized under the divisions: Narration, Description, Exposition and Argument.

The Hermean Society of the High School holds a session each alternate Friday afternoon. Each pupil is required to

(PLAN OF WORK.)

take a part in the debates and other literary exercises of the society. The society is officered and managed by the students.

 NINTH GRADE.

Waddy's Rhetoric and Composition is studied in the ninth grade. Especial attention is paid to the correct use of words and to properly constructed sentences. Composition work is required one day a week. The following are to be read and committed:

Thanatopsis.
Snow Bound.
The Chambered Nautilus.
Lincoln's Gettysburg Speech.
Commemoration Ode.

 TENTH GRADE.

Baskerville and Sewell's English Grammar is studied during the tenth grade. Special attention is paid to the paragraph in composition. At this point, an organized effort is made to create or train sensibility and to foster a taste for poetry.

One day a week is given to Composition work. To be read and committed:

Gray's Elegy.
Deserted Village.
Lays of Ancient Rome.
Webster's Reply to Hayne.

 ELEVENTH GRADE.

A critical study of—

Merchant of Venice.
Byron's "Prisoner of Chillon."
Macaulay's "Second Essay on Chatham."
Webster's "First Bunker Hill Oration."
Emerson's "Essay on Books."
Tennyson's "Princess."

(PLAN OF STUDY).

TWELFTH GRADE.

A critical study of—

Hamlet, Othello or Lear.

Paradise Lost. Books I and II.

Macbeth.

Burke's "Speech on Conciliation."

Ruskin—Extracts.

During the eleventh and twelfth grades, Brooke's English Literature is studied, supplemented by outside reading. An attempt is made to study in the Twelfth grade the books required for admission to our Universities.

In addition to the regular class work in English, all pupils in the High School are required to read and report upon ten books, which books are to be satisfactory to the teacher.

SCIENCE.

The design in teaching science, is not so much the accumulation of facts, (although that is valuable), as to train pupils to *see*, to describe and draw *what* they see *as* they see it, and then to reflect on what they have seen. Pupils may observe and experiment for themselves, and so gain a compilation of facts which are of value, but the end desired is not attained unless they draw conclusions and deduce laws for themselves. In the sciences of Physics, Chemistry, and Botany, the text is made an aid *to*, but not the source of knowledge. Pupils are required to draw what they see and not the diagrams of the text-book. In Physiology and Physical Geography, the text-book is the proper source of information.

In BOTANY, pupils study the plants themselves, following in a general way the work as outlined in Bergen's Botany, to secure a knowledge of vegetable morphology, physiology, and relationship.

In PHYSICS, the text is designed to supplement the laboratory work. The experimental work must have constant and attentive supervision to prevent *puttering* and the acquirement of loose habits of thought and action. The value of a good clear, concise, text-book is often under-estimated. The keeping of

(PLAN OF WORK.)

note books is required, recording in detail, a description of experiments, results obtained, inferences drawn, and laws established. A knowledge of the principles of work and energy is important.

In CHEMISTRY, the laboratory work is deemed most important. The design being to secure a knowledge of the most important facts and principles, and to acquire skill in manipulation.

MATHEMATICS.

In ALGEBRA, the pupil should be constantly referred, in all operations, to principles rather than to rules. It is a *thinking* study as much or more than it is a doing one. Skill in factoring is eminently desirable, facility in it must be gained by practice. Exponents, numerical, literal, positive, negative, zero, fractional, and integral must be understood. Radicals and the theories of indices must be mastered. Often, problems have an undue prominence.

In GEOMETRY, so much independence as is consistent with exactness in mathematical language and reasoning should be encouraged. That pupil who simply reads the author's demonstration and assents to it, acquires less than he who makes a demonstration for himself. Neatness and exactness in drawing should be insisted on.

A course in Trigonometry and Higher Algebra is given for those who wish to prepare for Engineering work in college; for work in this course the pupil will receive advanced credit in the University.

GERMAN.

Commencing this year the High School offers four years' work in German, beginning with the ninth grade. In this time the pupil should secure a mastery of German grammar, an intimate knowledge of German literature and as well a good reading knowledge of the German language.

(PLAN OF WORK.)

LATIN.

The work of the first year in Latin is to lay a foundation for the future reading and understanding of the Latin Authors.

It consists of (1) Learning to pronounce and read the Latin text; (2) the thorough mastery of inflections; (3) the acquisition of a working vocabulary of from one to two thousand words; (4) the mastery of the order of the Latin sentence; (5) the mastery of the simpler forms of syntax; (6) the understanding of simple Latin narrative; (7) the translation of simple Latin narrative into good English.

During the first year Collar and Daniell's Beginning Latin Book is used and in the last term selections from *Viri Romæ* are read; the Roman pronunciation is used. In the second year the readings from *Viri Romæ* are continued, attention is directed to the historical and literary character of the selections and the Latin construction is carefully studied, constant reference being made to the Grammar. Pupils are encouraged to read the Latin as Latin, getting the meaning from the original text without translation at first, translation into smooth and correct English being required later. Translation at sight forms a daily exercise. Hereafter in addition to "Cæsar's Commentaries," selections from other Latin writers will be used, thus enabling the pupil to gain a more intimate knowledge of Roman life and manners, acquainting him with various Latin authors, and furnishing him with more interesting reading than that afforded by a strictly military chronicle.

Cicero's Orations are studied not only as specimens of choice Latin, but as important historical and oratorical compositions. Cicero's life is carefully studied, and selections from his letters read, different letters being assigned to each pupil.

Latin composition is to be taught in connection with the prose authors studied, and based on the text under consideration. These exercises continue through the first three years of the course and are of great value in testing the pupil's comprehension of the principles of Latin syntax and the correct order of the Latin sentence.

(PLAN OF WORK.)

Selections from Ovid are read in the latter part of the third year as an introduction to the more difficult poetry of Vergil. Pupils are here trained to appreciate poetical order and the form of hexameter verse, without neglecting the literary and artistic character of poems.

The fourth year is devoted entirely to a careful study of Vergil's *Æneid*. The political and religious meaning of the poem is considered in connection with the reign of Augustus. English metrical versions of selected portions are required and brief studies of other famous epics. Translation at sight is an important part of all work in Latin. At the conclusion of the Latin course pupils should be able to

(1). Read moderately difficult Latin, understandingly.

(2). Translate easy connected discourse into Latin.

(3). Trace English words to their Latin origin.

(4). Show a fair understanding of Roman History and Literature.

REQUIRED READING — Macaulay's *Lays of Rome*, Julius Cæsar (Shakespeare), *Last Days of Pompeii*, Horace's *Odes* referring to Vergil. (Translations).

HISTORY AND CIVIL GOVERNMENT.

In taking up the study of History it is assumed that the pupil has already gained through his reading, some knowledge of the more important *facts* of History and that this part of the work can therefore be passed over more rapidly, allowing the greater portion of the time allotted to this subject to be spent in considering the relation of events to each other, and in cultivating the judgment by this means, thus making the pupil independent of mere text book generalizations. Pupils are also to be trained to consider the character of individuals and nations in their relations to historical events, and to consider important current topics as a part to History, to be interpreted by comparison with similar events in the past. Much importance is laid on the expression of individual opinion by the pupils, and class debates on previously assigned

(PLAN OF WORK.)

topics are held.

Memory work should be the minimum, and original work the maximum. The text should be used as a basis for extensive collateral reading in secondary material. Original sources are used as far as the sources are accessible. The purpose is not to crowd into the mind of the pupil a mass of disconnected data, but to train the pupil to historical thinking, making as the chief aim of all history teaching, the creating in the pupil a "historical mindedness." The last two months of the Senior year are given to an extensive study of a limited period in American History - preferably from 1830-1850.

The Tudor and Stuart period in English History should be studied thoroughly from all sources accessible.

(GRADUATES.)

CLASS OF 1895.

Frances Nelson, Mrs. Kaye,	-	-	Ironwood, Mich.
Mabel McConnell, Mrs. McClinton,	-	-	Pittsburg, Pa.
Bates Burt, Student Kenyon College,	-	-	Gambier, Ohio.

CLASS OF 1896.

Luther Brewer, Cashier,	-	-	-	Ironwood, Mich.
Henry Grils.*				
Will Lennon, Principal Schools,	-	-	-	Iron Belt, Wis.
Rosa Cook, Teacher,	-	-	-	Ironwood, Mich.
C. E. Mace, Librarian,	-	-	-	Ironwood, Mich.
John Niven, Student University,	-	-	-	Madison, Wis.
Ruby Richards, Teacher,	-	-	-	Cleveland, Ohio.
Florence Whitney, Student Normal School,				Oshkosh, Wis.

CLASS OF 1897.

James Goudie, Student University,	-	-	-	Madison, Wis.
Marian Healy, Teacher,	-	-	-	Ironwood, Mich.
Edith Mace,	-	-	-	Milwaukee, Wis.
Kate Nelson, Mrs. Sedgwick,	-	-	-	Spokane, Wash.
Mamie Roche, Teacher,	-	-	-	Ironwood, Mich.
Mary Stephens, Teacher,	-	-	-	Ironwood, Mich.
Dennis Sullivan, C. & N. W. R'y,	-	-	-	Ironwood, Mich.
Maud Williams, Teacher,	-	-	-	Ironwood, Mich.

CLASS OF 1898.

Janet Goudie, Teacher,	-	-	-	Ironwood, Mich.
Albert W. V. Johnson, Student University,	-	-	-	Ann Arbor, Mich.
Anna Johnson, Teacher,	-	-	-	Thayer, Mich.
Isabel Mace, Teacher,	-	-	-	Ironwood, Mich.
Abigail Lyon, Teacher,	-	-	-	Hermansville, Mich.
Carrie Fuller,	-	-	-	Ironwood, Mich.
Ethel Williams, Student University,	-	-	-	Ann Arbor, Mich.
Roscoe Brewer, Student University,	-	-	-	Madison, Wis.

*Deceased.

(GRADUATES.)

CLASS OF 1899.

Percy Williams, Student,	- - -	Ironwood, Mich.
Oscar Olson, Student,	- - -	Ironwood, Mich.
Edward Tew, Student University,	-	Ann Arbor, Mich.
Lily Larson, Teacher,	- - -	Ironwood, Mich.
Lily Lamielle, Teacher,	- - -	Ironwood, Mich.
Alphonse Scholler, Clerk,	- - -	Ironwood, Mich.
Arthur O'Neill, C. & N. W. R'y,	-	Ironwood, Mich.
Ruth Dietz, Teacher,	- - -	Ironwood, Mich.
Celia Beaulieu, Teacher,	- - -	Ironwood, Mich.
Laura Bowden, Student Normal School,		Oshkosh, Wis.
Laura Scott, Student Normal School,	-	Ypsilanti, Mich.
Norman Winn, Chemist,	- - -	Ironwood, Mich.
Mildred Larson, Clerk,	- - -	Ironwood, Mich.
Sidney Nast, Clerk,	- - -	Milwaukee, Wis.
George Edwards, Supply Clerk,	- - -	Sparta, Minn.



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